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ABSTRACT

This study describes and assesses the state of bilingual curriculum development activities in the National Network of Centers for Bilingual Education. Recommendations are made for improvement in the creation, production, and distribution of bilingual instructional materials. The overall approach to the study was tripartite and focused on: (1) the development of an inventory of bilingual instructional materials, including a variety of European, Native American (and Alaskan), and Asian languages; (2) site visits to Centers, commercial publishers, and distributors to analyze their procedures for the development and distribution of materials; and (3) a mail survey of Local Education Agencies, equally divided between those in the Title VII program and those with other sources of funding, on their needs for, and uses of, bilingual education materials. The report concludes with a "model management plan" that seeks to assist the Office of Education in its efforts to bring appropriate bilingual educational materials into classrooms. The appendix contains copies of the interview guides and other relevant documents. (Author/NCR)

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ED175249

A STUDY OF THE STATE OF BILINGUAL MATERIALS DEVELOPMENT AND THE TRANSITION OF MATERIALS TO THE CLASSROOM

A FINAL REPORT - VOLUME 1

Submitted To:

OFFICE OF PLANNING, BUDGETING, AND EVALUATION
U.S. OFFICE OF EDUCATION
DEPARTMENT OF HEALTH, EDUCATION AND WELFARE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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FL010448

November 1978

The work reported herein was performed pursuant to a contract with the United States Department of Health, Education, and Welfare, Office of Education. The statement, findings, conclusions, recommendations and other data in this report are solely those of the Contractor and do not necessarily reflect the views of the Office of Education.

This report is one of several made pursuant to Contract No. HEW 300-76-0358. The amount charged to the Department of Health, Education and Welfare for the work resulting in this report (inclusive of the amounts so charged for any prior reports submitted under this contract) is approximately $309,277. The names of the persons employed or retained by Development Associates with managerial or professional responsibility for this project and this report are listed below:

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Finally, DA acknowledges the invaluable assistance provided by Mr. Tetsuo Okada, the Project Officer, who over the two years of the study made possible its smooth operation and provided encouragement and assistance whenever it was needed.

DEFINITIONS AND ACRONYMS

Definitions of key terminology used throughout the report volumes are provided below.

Bilingual Education Program

A program of instruction designed for children of limited English speaking ability to elementary and secondary schools. Within the program are the instruction and study of English and, when necessary to allow the child to progress through the educational system, the native language of the children is also included. In addition, instruction is interrelated with the cultural heritage of the students. Within the elementary school, bilingual education instruction is part of all courses of subjects in order to allow a child to progress effectively through the educational system.

Market (a geographical area of demand)

From the point of view of a Center or publisher, the potential group of U.S. students (and their teachers) enrolled in elementary, secondary, or higher education institutions that want, and are disposed to purchase instructional materials. Further market segmentation is made on the basis of users' characteristics and identification of relevant decision-makers for organizational units in the target market segments.

Market Research

The gathering of relevant information as to consumer preferences for goods and services.

Need

From the Network's standpoint, need seems to be a qualitative, not always quantitative, expression of interest by bilingual educators in a produce of service. A lack of something requisite, desirable, or useful . . . a condition requiring supply or relief.

Marketable

Fit to be offered for sale in a market . . . wanted by purchasers . . . salable.

Marketability

The quality or state of being marketable.

Market Value

The price at which both buyers and sellers are willing to do business.

A list of acronyms used throughout the report is provided below.

OBE	Office of Bilingual Education
LEA's	Local Education Agencies
TRC's	Training Resource Centers
MDC's	Materials Development Centers
LAC's	Dissemination and Assessment Centers
ESEA	Elementary and Secondary Education Act
USOE	United States Office of Education
IHE's	Institutions of Higher Education
SEA's	State Education Agencies
BL	bilingual
BC	bicultural
DA	Development Associates, Inc.
LESA	Limited English Speaking Ability
LELS	Limited English Language Skills
LELP	Limited English Language Proficiency
NDEA	National Defense Education Act
SCDC	Spanish Curriculum Development Center

TABLE OF CONTENTS

		Page
CHAPTER 1:	Introduction	1
CHAPTER 2:	Study Methods	9
CHAPTER 3:	Bilingual Instructional Materials in the U.S. -- A Short History	21
CHAPTER 4:	Textbook Publishing in the U.S.	26
CHAPTER 5:	The Federal Role	35
CHAPTER 6:	The ESEA Title VII Centers	49
CHAPTER 7:	Needs Assessment	55
CHAPTER 8:	Materials Planning and Development	59
CHAPTER 9:	Developmental Testing	73
CHAPTER 10:	Publishing and Dissemination	82
CHAPTER 11:	Training	99
CHAPTER 12:	Summary of LEA Survey	102
CHAPTER 13:	Summary of Inventory of Bilingual Instructional Materials	110
CHAPTER 14:	Summary of Major Findings and Conclusions	122
CHAPTER 15:	Model Management Plan	129
APPENDICES		151
Appendix A:	List of Persons Contacted During the Bilingual Study	
Appendix B:	Interview Guides	
Appendix C:	Guide for Interviewing Publishers and Distributors	
Appendix D:	Local Education Agency Questionnaire	

Table of Contents (Cont.)

Appendix E: List of Title VII Centers

Appendix F: Sample of Biblio-Data Card

Appendix G: Publisher's Questionnaire

Appendix H: Sample of Needs Assessment Form Used by the National Bilingual Resource Center - University of Southwest Louisiana (Lafayette)

Appendix I: Copyright Procedures

Appendix J: Midwest Resource Center Catalog of Inservice Topics - FY '77

Appendix K: Alternative Network Organization

CHAPTER 1

INTRODUCTION

On January 2, 1968, Public Law 90-247 established the Bilingual Education Program. Its purpose was to provide equal educational opportunity for children with limited English language skills by capitalizing on their command of the native language to develop competence in English. The program affirmed the importance of English and at the same time recognized that the dominant language and culture of children can play a major role in their education.

The Office of Bilingual Education (OBE), of the U.S. Office of Education, administers the Bilingual Education Program. The primary objective of the program is to provide financial assistance to local education agencies (LEA's) to develop and carry out innovative preschool, elementary, and secondary programs to meet the needs of children with limited English language proficiency. Other authorized activities include research projects, the development and dissemination of bilingual curriculum materials, the preparation of teaching materials, and the provision of teacher training for funded classroom projects.

THE CENTERS

Subsequent revisions of the Bilingual Education Act (Title VII of the Elementary and Secondary Education Act) led to an expansion of the scope and purpose of the program and the definition of the children expected to benefit from it. Among new elements introduced into the program in early 1975 was the provision of financial assistance for the establishment of:

- Training Resource Centers (TRC's) in designated service areas of the U.S., to serve personnel participating in the bilingual programs of LEA's or in training programs at Institutions of Higher Education (IHE's);
- Materials Development Centers (MDC's) for the development of instructional and testing materials, in a number of languages, for use in programs for bilingual children and teachers; and
- Dissemination and Assessment Centers (DAC's) for the publication, dissemination, and evaluation of the above cited materials.

This emphasis on the development of bilingual instructional materials was in direct response to needs expressed by LEA's based on their classroom experiences since 1969.

THE NETWORK

As a result, the Office of Bilingual Education (OBE) allocated considerable funding in 1975 for the establishment of 19 Bilingual Centers (Centers) and the beginning of the National Network of Centers for Bilingual Education (Network). Briefly, a major aspect of the collective efforts of the Network was to develop new instructional materials, test and demonstrate them in experimental situations, and disseminate them to bilingual classrooms.

At the time of this study, the Network was composed of OBE at the executive level and 33 Centers serving more than 500 LEA's in 39 states, the District of Columbia, Puerto Rico, the Virgin Islands, American Samoa, and the Trust Territories. Each of the three kinds of Centers -- MDC's, DAC's, and TRC's -- had specific territorial and linguistic responsibilities. In addition, each individual Center disseminated combinations of product, service, and information to other kinds of Centers, LEA's, State Education Agencies (SEA's), IHE's, and bilingual educators.

FUNCTIONS OF THE CENTERS

Specific pairs of MDC's and DAC's have been assigned the related tasks of developing and producing materials for specific areas and languages. In effect, each of these pairs constitutes a publishing operation. The primary activity of TRC's, however, is to train bilingual teachers, paraprofessionals, and others involved in bilingual education. Of significance, there are cases when two, three, or more Centers participate in a single undertaking. Indeed, because these relationships are often rather complex, it is sometimes difficult to trace connected functions within the system. Because of this, Exhibit 1, Relationships of Title VII Centers, and Exhibit 2, Functions and Tasks of the Title VII Centers, present an overview of the Network's operations.

As Exhibits 1 and 2 suggest, operations and interactions of the Centers are quite complex. Indeed, it was because of the proliferation of Centers and their added linguistic and geographic responsibilities that the USOE determined to examine the progress made by the Network in the development and dissemination of special instructional materials for children with limited English speaking ability. To that end, the Office of Planning, Budgeting, and Evaluation (OPBE) of the U.S. Office of Education, HEW, contracted with Development Associates, Inc., on July 1, 1976, to conduct A Study of the State of Bilingual Materials Development and the Transition of Materials to the Classroom.

EXHIBIT 1

RELATIONSHIPS OF TITLE VII CENTERS

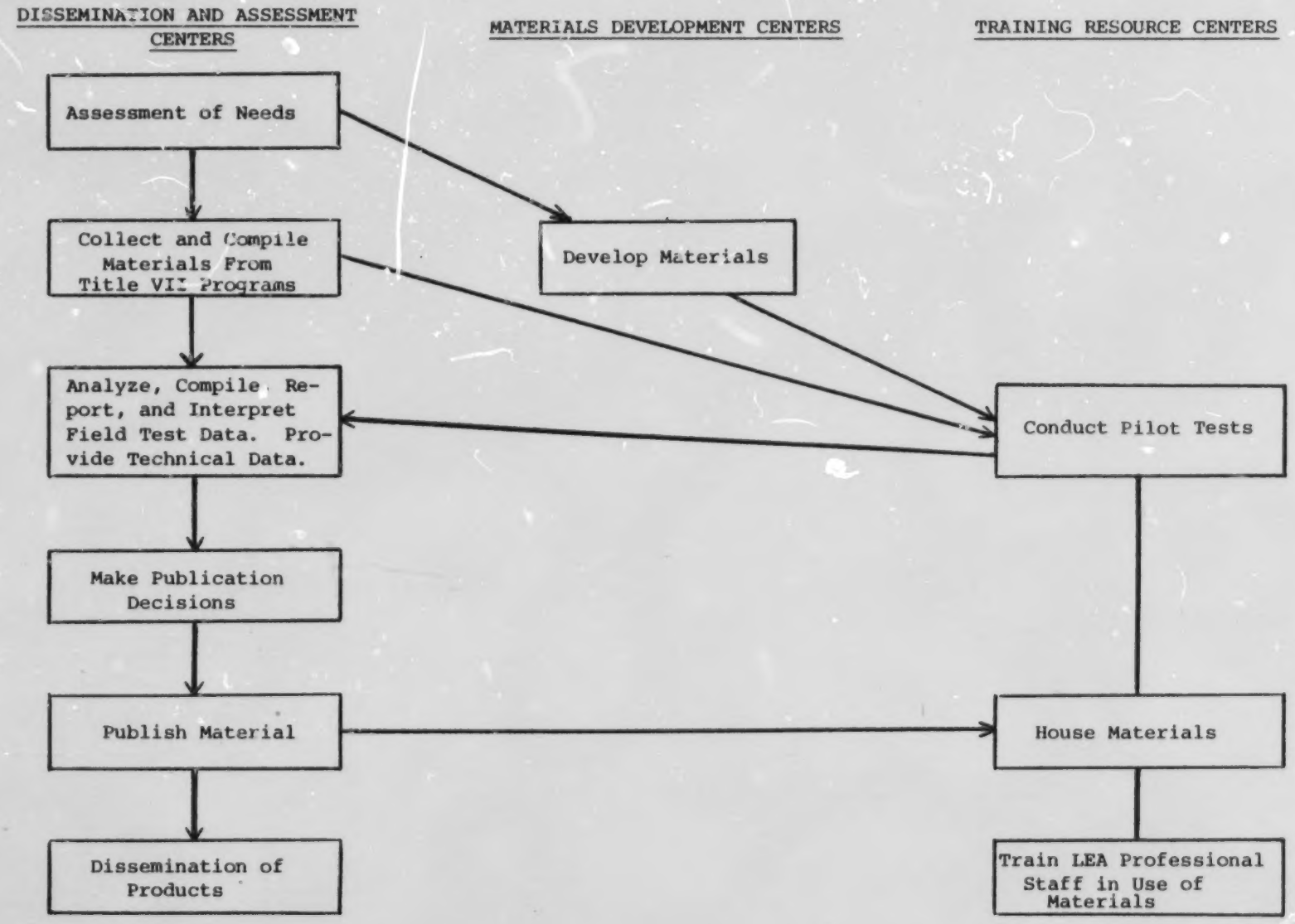

DISSEMINATION AND ASSESSMENT CENTERS
MATERIALS DEVELOPMENT CENTERS
TRAINING RESOURCE CENTERS
Assessment of Needs
Collect and Compile Materials From Title VII Programs
Develop Materials
Analyze, Compile, Report, and Interpret Field Test Data. Provide Technical Data.
Conduct Pilot Tests
Make Publication Decisions
Publish Material
House Materials
Dissemination of Products
Train LEA Professional Staff in Use of Materials

EXHIBIT 2

FUNCTIONS AND TASKS OF THE TITLE VII CENTERS

FUNCTION	TASK	RESPONSIBLE CENTER*
Assessment of Needs:	• Survey directors of Centers on priorities	DAC
	• Assess needs for instructional materials	DAC
Creation of Instructional Materials:	• Develop materials	MDC
Evaluation of Materials:	• Pilot test instructional materials, teacher training materials and testing materials	MDC/TRC
	• Assess applicability of materials	DAC
	• Assess effectiveness of materials	DAC
	• Develop assessment instruments	DAC
	• Conduct pilot tests	TRC
	• Analyze, compile, report and interpret pilot test data	DAC
	• Provide technical data on finished products	DAC
	• Make publication decisions	DAC
	• Develop procedures for evaluating impact of BL/BC programs	TRC
Assembly and Distribution of Materials:	• Collect and compile materials from Title VII programs	DAC
	• Publish instructional and testing materials	DAC
	• House materials	TRC
	• Disseminate information on bilingual education	DAC
	• Disseminate products	DAC
	• Assist LEA's and IHE's on materials selection	TRC
Other Functions:	• Train professional staff	TRC
	• Train community members	TRC
	• Provide feedback information on effective training models to MDC's	TRC
	• Provide means for involving parents and community organizations in programs.	TRC

*DAC = Dissemination and Assessment Center
MDC = Materials Development Center
TRC = Training Resource Center

PURPOSE OF THE STUDY

The purpose of this study was to describe and assess the state of bilingual curriculum development activities in the National Network of Centers for Bilingual Education and to make recommendations for improvements in the creation, production, and distribution of bilingual instructional materials. These recommendations were then to be incorporated into a model management plan specifying actions that might be taken by the U.S. Office of Education.

SUMMARY OF STUDY SCOPE AND METHODS

In essence, Development Associates (DA) was asked to determine how many and which kinds of domestically produced bilingual materials were in the U.S. marketplace. Also, how both the Centers and commercial publishers carry out materials development activities. Finally, DA was to determine the extent to which both the Centers and publishers serviced the target clientele, the LEA's, with materials and information about their materials. The overall approach to the study was tripartite and focused on:

- The development of an inventory of bilingual instructional materials taking in a variety of European, Native American (and Alaskan), and Asian languages;
- Site visits to Centers, commercial publishers, and distributors to analyze their procedures for the development and distribution of materials; and
- A mail survey of LEA's, equally divided between those in the Title VII program and those with other sources of funding, on their needs for, and uses of, bilingual education materials.

Each of these methods is further described below.

Inventory

The inventory of bilingual instructional materials developed in the U.S. was conducted by reviewing a wide variety of educational bibliographic sources of the principal European, Asian, and Native American languages served by the Title VII program.* Entries were made on biblio-cards covering a limited number of descriptors principal of which were language, subject and grade.

As the compilation of the inventory progressed, DA determined an apparent need for as yet unpublished materials. The scarcity of certain kinds of materials by language, grade, and subject was identified from information taken from numerous secondary bibliographical sources -- catalogs, promotional pieces, bibliographies -- and entry counts for each language-grade-subject

*The study did not deal with instructional materials in two languages, one of which is English. Rather, the concern was with materials in Chinese, Navajo, French, etc., that are suitable as a medium of instruction for children with limited English language proficiency.

group under study were noted. The resulting tally showed the number of items recorded. Groups with only a few entries or none constituted areas of possible need for materials and were compared with needs for these same groups expressed by LEA's in the mail survey. A justifiable need for materials development required that these language-subject-grade groups showed few (or no) materials in print and that a considerable number of LEA's indeed wanted them. A summary of the inventory of bilingual instructional materials is provided in Chapter 13; an extensive discussion of the entire inventory process and the inventory itself is presented in a separate volume.

Site Visits to Centers

Development Associates chose 20 of the 33 Title VII Centers for site visits. The selection was designed to obtain a proportional representation of Centers by function, linguistic responsibility, geographical location, and seniority of operations. In the aggregate, the MDC's (9), TRC's (8), and DAC's (3) constituting the site visit schedule accounted for almost two-thirds of the Centers in operation.

In addition, DA visited Lau Centers-B (8), the Northwest Regional Laboratory, commercial publishers (6), and distributors (3). From the information gathered at these organizations, DA learned how the Network (non-profit) and commercial (profit) enterprises determined needs, developed materials, tested and publicized them, and transmitted them to classrooms. To facilitate the visits, DA prepared interview guides for each kind of Center visited to assure complete coverage of all related functions and activities during conversations with directors and staff. The visits to publishers and distributors were less structured. Guidelines for these respondents were prepared to assure coverage of specific areas of interest while respondents were encouraged during the interview to introduce their views or concerns about instructional materials.

With respect to Network Centers, DA first looked at their functions as assigned by OBE. Next, the interrelationships between and among the three kinds of Centers, as well as the conceptual and organizational aspects of the Network, as perceived by each Center, were examined. Finally, the seven basic functions of the Title VII materials development program were analyzed:

- Needs Assessment;
- Planning and Research;
- Materials Design;
- Materials Development;
- Development Testing;
- Publishing and Dissemination; and
- Training.

The study traced the performance of these operations from one kind of Center to another, not only to see how Title VII products evolve, but also to compare Network methodology and techniques with those of commercial publishers and distributors. This comparison enabled DA to determine how, in some functions and tasks, Centers might employ commercial practices. Moreover, it signaled possible ways and means by which OBE and publishers might undertake joint ventures. In summary, by contrasting the two systems, it was possible to see how each approached the pursuit of a similar goal -- instructional materials development.

Publishers' Survey

Development Associates compiled a mailing list of 72 publishers from sources furnished by the Association of American Publishers, the Centers, and other organizations active in bilingual education. The publishers selected were either known to be producing some kind of bilingual material (e.g., English as a second language) or presumed to have an interest in the market. They were sent a questionnaire asking about their involvement in bilingual education and, if affirmative, were requested that they send their most recent catalogs and any other information which might be useful to the study. A detailed discussion of the survey is provided in Chapter 4.

LEA Mail Survey

The final element of the study consisted of a questionnaire sent to administrators of 312 LEA's funded by Title VII and 349 LEA's expected to have bilingual programs funded from other sources. The objective of the survey was to elicit information from them about:

- Materials being used;
- Materials developed by LEA's
- Needs for additional materials;
- Dissemination of information and materials; and
- Student counts in LEA's.

Findings obtained from the data show the extent to which the Centers provided services and materials to the LEA's. The data also show the degree of involvement by commercial publishers. Detailed information on the LEA Mail Survey is provided in a separate volume.

Before proceeding to the body of the report, it is important to clarify an important point about bilingual instructional materials. The study did not deal with instructional materials containing or expressed in two languages, the generally accepted definition of

the term "bilingual." Rather, the concern was with monolingual materials (Chinese, French, Navajo, Spanish) that can be used in classrooms for children with limited English proficiency. Thus, contradiction in terms is still not fully understood by the general public and, importantly, by many textbook publishers.

It is also important to understand the nature of the effort by various groups -- publishers, distributors, the federal government, local educational agencies -- to supply materials to projects when the bilingual movement first got underway. Since initially the greatest demand was for materials in Spanish, much of the materials provision effort was concerned with that language. This study's analysis of bilingual instructional materials in the U.S. has therefore focused mainly on Spanish language materials simply because there has been more information related to developments concerning that language.

The Network and commercial efforts to develop and disseminate materials are quite complex. As a result, this project has been quite complex. In order to insure that the results of all project efforts are presented with maximum clarity, three volumes corresponding to the three major project activities have been developed. Volume One is both a summary of all results and a presentation of findings and analyses of Network operations. Volume Two contains the detailed results of the Inventory of Bilingual Materials. Volume Three presents the results of the survey of LEA's. It also includes the Model Management Plan. This volume (One) has been organized so the reader always has an overall context for the project. Thus, after an overview of bilingual instructional materials and textbook publishing in the U.S. is presented, the organization of the Network Centers is described in detail with a chapter devoted to each of their basic functions in the Title VII materials development process: needs assessment, materials planning and development, testing, publishing, and dissemination and training. Following this is a summary of the LEA survey and inventory of bilingual instructional materials which are also described in detail in separate volumes. Finally, the report concludes with the Model Management Plan and recommendations for improving the process of developing and disseminating bilingual materials. The report's appendix contains copies of the interview guides and other relevant documents. In addition, since copyrighting is an important process in any publishing effort, we have included as Appendix I a detailed review of copyright procedures with regard to OE sponsored materials. This appendix specifically addresses copyrighting of Network materials.

CHAPTER 2

STUDY METHODS AND PROCEDURES

OVERALL APPROACH

During the initial months of the study, it became evident that vast amounts of data needed to be collected. Furthermore, it was clear that these data would have to be obtained from many sources (Title VII Centers, LEA's, publishers, et. al.) and would arrive in different formats and packages. Also, DA recognized that definitions and criteria for classifying the information would have to be developed and these would require mutual agreement with OPBE. Consequently, DA's approach to the study emphasized a systematic management of data and close coordination with USOE officials, particularly those of OBE. DA also realized the need for harmonious relationships with Title VII Centers and publishers as well as active cooperation with our survey efforts by the LEA's.

One of the first tasks the study team sought to accomplish was the development of definitions and criteria for the information to be collected. An example of this was the need to establish an operational definition of bilingual materials to put limits on the amplitude of the materials inventory. It was also essential to clarify or determine numerous other study-related definitions to the mutual satisfaction of OPBE, OBE and DA.

Because the project called for data to be collected from different sources, DA had to anticipate how to deal with each. For example, data would come from publishers through catalogs and site visits, and information would be collected from USOE both through interviews and a review of files and other documents. In addition, Title VII Centers had to be visited to acquire organizational and operational data, and a mail survey involving a large number of LEA's had to be conducted. Finally, throughout all these data acquisition efforts, proper protocol had to be observed.

In anticipation of the data inflow, it was necessary to provide for the coding, classification, and preparation of the data for analysis. This started with the content of the data collection instruments themselves and the researchers who were to use them. DA's approach to the data management system included careful planning and a thorough training of staff to implement the data collection and transfer tasks. All these issues were considered in the development of methodology for the fulfillment of each task of the study.

The USOE outlined five major objectives for the study and each of these objectives was linked to the general goal of assessing the status of bilingual materials development in the interest of providing useful information for future policy decisions by USOE. The first objective was to assemble a list of currently available bilingual materials inclusive of those under development in the Title VII Network still in the pre-publication stage. To achieve this objective required an extensive review of bibliographic data involving collection efforts from Title VII Centers, publishers, and the producers of audiovisual materials. At a minimum, the inventory was to reflect information on language, subject, and grade with due consideration given to other descriptive areas. The second objective concerned the identification of gaps in the inventory of materials. This was to be accomplished by analyzing the materials inventory data. Accomplishment of these two objectives guided the effort to standardize the data and thereby arrive at meaningful tabulations and analyses.

The third objective of the study related to a market analysis of bilingual materials. This was to be based on an analysis of gaps in the inventory and on information about the perceived needs of LEA's. Ratings were to be developed for each shortage area to express the need for bilingual materials in that area.

The fourth objective called for the description and assessment of present methods for developing, testing, publicizing, and disseminating bilingual materials. This was to be carried out through data collected from interviews with USOE Title VII officials, and site visits to Title VII Centers, publishers, and distributors. In addition, a mail survey of LEA's had to be conducted to obtain information on the dissemination process from the standpoint of materials users.

The fifth objective was to synthesize the data collected during the study and to summarize the state of bilingual education materials development and the transition of those materials to the classroom. Additionally, a series of recommendations on federal policy for the development of bilingual materials development were required. Also, recommendations were to be made for the transition of materials to the classroom through a model management plan for the development and dissemination of bilingual materials.

To implement this study and meet the five objectives outlined above required a methodology that specified the sources and types of data to be collected, the instruments to be used, the various samples from which the data were to be collected, and the plans for data analysis. DA's study methods and procedures were therefore developed around these considerations.

STUDY DESIGN

To meet the foregoing objectives, DA organized the inquiry and analysis into several successive steps covering the basic investigational methods of the study: (1) compilation of inventory; (2) site visits, and (3) mail surveys. Because the search for pertinent information was in three separate but often interrelated areas, much of the work was carried out simultaneously.

The initial step included the preparation of a summary of the study to acquaint prospective officials, respondents and other persons with the nature and scope of the study. This was sent to a number of pre-designated officials at USOE; then the general plan for this study was developed.

Obtaining Background Information

Initially, background information on Title VII centers was obtained through a review of various documents in the files of the Office of Bilingual Education. It was expected that grant proposals, third party evaluations, interim and final reports, USOE site visit evaluations, correspondence, and other grant award materials would provide information describing the grant characteristics of the Centers. Basically, the search for data focused on the following operational aspects of the Title VII Centers:

- Objectives and major components of TRC's, MDC's and DAC's;
- Descriptions of the scope of each major component or activity;
- Identification of materials developed and techniques used;
- Organizational and management structures of the Centers;
- Size, background, qualifications, and roles of Center staff;
- Linkage of Centers to local and state education structures;
- Linkage of Centers to other Centers in the Network;
- Linkage of Centers to the Office of Bilingual Education;
- Geographic and cultural setting in which Center is located;
- Summary of Center funding and sources of support; and
- Summary and assessment of Center evaluations and report.

Development Associates used this information in advancing a center-by-center description which led to an overall knowledge of Network operations. In addition, it served as the base for the preparation of instrumentation used in the study. Detailed information was also obtained on the Title VII LEA's which was used in selecting LEA bilingual projects for the mail survey.

Concurrent with the document review a series of interviews were conducted with officials at the Office of Education, National Institute of Education, Office of Child Development, Bureau of Indian Affairs, and Proyecto Leer. Conversations with directors and staff members of these agencies and organizations provided additional information and clarified documentation obtained from agency files. (See Appendix A for a list of persons who were contacted throughout this study).

Framework for the Materials Inventory

The next task involved the development of a framework for the materials inventory and shortage analysis. This analysis was critical to the study primarily because it concerned the definition of information requirements and reporting formats. The Inventory of Bilingual Instructional Materials is summarized in Chapter 13 and presented in depth in a separate volume; nonetheless, it is important to point out the principal issues and concerns entailed in such bibliographic work:

- Languages to be Included: The OPBE listed twelve languages for inclusion but stated that additional languages could be added by joint agreement between USOE and DA;

- Types of Materials to be Included: With OPBE approval, DA developed definitions of the types of material to include in the inventory. The principal decision was to include English as a second language (ESL) materials;

- Extent of Information in Inventory: It was also necessary to decide on what information would go into the materials inventory. Two matters were resolved at the outset. The inventory would not involve evaluation of materials because it would be necessary to work with secondary bibliographic sources (catalogs, bibliographies, etc.) and DA's approach would assure coverage of at least language, subject, and grade as well as whatever other data the sources presented.

Identification of Dissemination Issues

Next, issues in gathering data about the dissemination of materials were confronted. The discussion with USOE included a number of concerns including the following: (1) the historical meaning of dissemination at USOE: (2) the definition of dissemination; (3) the dissemination system -- Title VII; (4) the broad functions of the Centers; (5) the federal/state roles in dissemination, and (6) marketing and marketability. Through

deliberation and sifting of these issues with USOE, it was agreed the study would focus on:

- The purpose of dissemination as it applied to Title VII;
- The kinds of information, materials and services needed by target LEA's;
- The viable methods of distributing information, materials and providing services; and
- The accountable federal or state agencies giving direction and controlling all or part of the dissemination process.

The resolution of these dissemination issues played a major role in determining the course of the study and above all provided a sound base for the preparation of both the site visits and mail survey instruments.

Develop List of Publishers and Distributors

The compilation of a master list of companies, agencies and organizations producing instructional materials was the next endeavor. The principal sources for the makeup of this list were the: (1) Association of American Publishers; (2) Literary Market Place 1977-1978 -- R.R. Bowker & Sons; and (3) Information obtained from Title VII Centers and Bilingual Conferences. These sources were used to survey 72 publishers by mail. In addition, it was determined that the best course of action to obtain detailed information about commercial textbook publisher and distributor activities was through a limited number of site visits to carefully selected principals. Thus, visits to five publishers and two distributors in New York, two publishers in Illinois, and a distributor in California were carried out.

Instruments

Unlike many questionnaire procedures, the interviews for the centers did not require respondents to answer in a prescribed manner. Rather, they were designed to assure a controlled discussion during which the various aspects of a Center's operations were explored. To this end, DA prepared Interview Guides for each of the three kinds of Centers -- MDC's, DAC's, and TRC's and the Lau General Assistance Centers (see Appendix B for samples of each Interview Guide). As an aid to the use of the Guides, DA also prepared a Site Visit Procedures Manual for each interviewer.

Given the different circumstances surrounding site visits to publishers and distributors, DA developed a series of basic questions about bilingual education materials to determine the extent to which the respondents were involved (see Appendix C). Primarily, these questions dealt with market research, assessment of the bilingual market, publishing decisions, marketing techniques, and general observations about the state of bilingual education.

The Local Education Agency Questionnaire (see Appendix D) was designed to provide data about six areas of investigation: materials in use, materials developed by LEA's, needs for additional materials, dissemination of information and materials, and school district and student statistics. The LEA survey is covered in detail in Chapter 12 of this report.

SAMPLING PROCEDURES

Two independent procedures were used to select representative data sources. One procedure was used to select Title VII Centers, the other procedure was used to select representative Title VII and non-Title VII LEA's, who were sent the mail survey. The sample of both Title VII and non-Title VII LEA's provide a wide view of national bilingual needs. Moreover, it allowed for matching comparisons related to the greater services received by Title VII programs from Network Centers.

The selection of Title VII Centers was intended to yield representative coverage of the three kinds of Centers (MDC's, DAC's, and TRC's), languages served, seniority of service, and geographical areas. On the recommendation of USOE, visits were scheduled to Lau General Assistance Centers (B) and one Regional Education Laboratory to obtain information about their involvement in the preparation of bilingual instructional materials. Overall, visits were made to eight Lau GAC's, one Regional Educational Laboratory and twenty Title VII Centers (of 33). The others included nine MDC's, eight TRC's and all three DAC's (see list of Centers in Appendix E).

The sampling approaches used to select LEA's mirrored the survey goals, and sought to ensure that information was gathered from Title VII and non-Title VII funded bilingual education projects, and from projects which spanned a variety of languages and materials usage/need levels. To achieve these goals, a series of probability sampling approaches were used, with specific sampling criteria as described below.

In essence, a stratified random probability sample of Title VII projects was drawn and a sample of non-Title VII projects was matched as closely as possible to that Title VII sample. Overall,

a total of 312 LEA's receiving Title VII funds was chosen from the award universe of 425 LEA's receiving Title VII funds from the Office of Bilingual Education during FY 77; the sample represented 73.4 percent of all LEA's funded in FY 77.

Specifically, three sampling strata were used. Projects with predominantly Cuban populations were selected at a 100 percent sampling rate; thus, all predominantly Cuban population projects were included in the Title VII sample. In addition, 142 projects in languages other than Spanish were included, also at a 100 percent sampling rate. That is, all projects in languages other than Spanish were included to ensure adequate coverage in French, Portuguese, Italian, Japanese, Vietnamese, Korean, Pilipino, Chinese, Greek, Haitian French, and Native American languages.

A 50 percent probability sampling rate was used to select 164 of the remaining 277 Spanish projects. To obtain a representative sample from this stratum, projects were listed in alphabetical order by state, and then by city within each state. In sampling terms, a systematic random sample was then drawn. The sampling rate of 50 percent was chosen for convenience to reach the desired number of Spanish projects within that stratum; alphabetizing the projects before conducting the sampling process minimized the chance for including projects which were geographically concentrated (e.g., those in California and Texas) in the sample at a disproportionate rate. Thus, the Title VII sample was geographically dispersed.

The sample selection process for non-Title VII projects was not as straightforward. To begin with, no listing of the universe of suitable bilingual education projects was available from OBE or other sources, as it was for funded Title VII projects. Instead, a series of screening activities had to be conducted to assemble listings of LEA's that potentially operated bilingual education projects; this list was then used to locate LEA's which could be optimally matched with LEA's in the Title VII sample.

The sources used to locate non-Title VII bilingual education projects were the following: 26 formerly funded Title VII projects (as a known source of operating bilingual education projects); the Office of Civil Rights directory (as a source of operating public school systems with large numbers of particular ethnic groups of students); and the National Catholic Education Association data bank of information on diocesan-operated (i.e., non-public) school systems.

The non-Title VII projects (or likely "candidates" to have such projects) were matched as closely as possible with the already-selected sample of 312 Title VII projects, on several factors which were used in sequence. In general, matching on the basis of language was relatively easy for Spanish and fairly difficult

for non-Spanish projects. For example, no matches were found for the Title VII-funded Pacific Trust Territories included in the sample. After matching on language, geographic location was used; nearby cities were used within a state wherever possible to increase the precision of the match. Where a match within a particular state was not possible, then a match within the same training region was sought.

A total of 312 non-Title VII LEA's were selected as matches for the already-selected Title VII sample of 312. The non-Title VII sample was then supplemented by a form of oversampling, adding an additional 10 percent (or more precisely, 37 LEA's) to compensate for the likelihood that certain LEA's might not be suitable respondents for the survey. Thus, a total of 349 non-Title VII projects comprised this sample. Including the 312 Title VII LEA's, a total of 661 LEA's were mailed questionnaires.

Turning to the actual response rate statistics of the 661 LEA's which were mailed survey questionnaires and then were followed up in two separate contacts, an overall total of 399 (60.4%) responded. This level generally represents a minimum level of acceptable or usable response for mail surveys, and initially suggests that the generalizations from the mail survey information should be guarded ones. More specifically, almost 59 percent of the Title VII sample reported having bilingual education programs and returned surveys; those sampled LEA's not having programs are excluded from this response rate of "suitable" LEA's. Similarly, the non-Title VII sample response rate of almost 62 percent excluded an even larger number of LEA's not operating programs; the "suitable" response rate thus was slightly over 46 percent. It is also important to note that the language distribution of the responding LEA's was 73 percent for the Spanish projects sampled and 59 percent for non-Spanish projects. Thus, these response rates need to be considered when generalizing from the information gathered through the LEA mail survey approach.

DATA PROCESSING AND ANALYSIS

There were two major areas of analysis for this study: inventories of bilingual instructional materials available and needed for classroom use, and information about the processes by which materials are developed and disseminated.

Inventories of Materials

In the inventory of materials, catalogs, lists, and bibliographies of materials from publishers, distributors, education organizations, and other sources were obtained and materials available at Title VII Centers were inspected. The descriptive information

was then recorded on biblio-data cards (see sample card in Appendix F) about each item when possible in the following areas:

- Language;
- Title;
- Author or Developer;
- Publisher or Producer;
- Subject;
- Grade Level;
- Availability Status;
- State of Development;
- Country of Origin;
- Copyright or Completion Year;
- List Price and Year;
- Type of Material;
- Series of Affiliation and Components;
- Sources of Evaluation Information; and
- Ethnic Group.

The compilation of this data provided a central source of current bibliographic information about the producers and the nature of available bilingual instructional materials published in the U.S. in Spanish, French, Portuguese, Italian, Greek, Chinese, Japanese, Korean, Pilipino, Tagalog, Ilocano, Haitian French (Creole), Vietnamese, and a number of Native American languages.

Shortage Analysis

Development Associates also compiled a physical count of 2,738 inventory entries by language/subject grade level groups. Those groups which reflected few or no entries presumably indicated a shortage of instructional materials based solely on quantity. Evaluation of the suitability of these materials was not a part of this study.

Needs Assessment

The survey of LEA's was designed to assess needs for materials previously not available. Materials needed were listed by language, subject, grade level, type, number of potential users, and other characteristics. From the answers, projections were made to estimate the needs of bilingual education programs not sampled in the survey.

Market Analysis

As previously indicated, the needs of LEA's were compared to the language/subject/grade groups of the inventory. When there were cases in which LEA's reported needs for materials that appeared to be readily available in the inventory, this signaled problems either in the dissemination of information about materials or in their distribution. The potential market for bilingual curriculum material was suggested by either a low number of inventory units by language/subject/grade, the needs of LEA's taken from the

LEA survey, or a combination of both. The absolute market for either of these three situations depends on the student enrollment by grade in the Title VII programs.

Information was also gathered on the dissemination process from Title VII centers through onsite interviews. Knowledge about the mechanisms for distributing (marketing) materials was an important part of these exchanges. The Interview Guide assisted in systematically organizing all comments about marketing including personal observations of methods, procedures and facilities.

The analysis of the dissemination process addressed fundamental areas of the marketing cycle which begins with creating awareness for Center-produced materials and follows their progress through distribution channels to the users at LEA's. To that end, DA examined advertising and sales promotion techniques, sales organization and management, order processing and fulfillment, inventory control, and credit and collection practices. From this information, DA was able to assess the effectiveness of the dissemination process and contrast it with commercial marketing procedures.

STUDY LIMITATIONS

Certain conceptual and methodological factors limited the scope of the study and affected the interpretation of the results. These factors are cited below to assist readers in fully understanding the study findings.

- All data were collected at one point in time. Basically the study design is a cross-sectional approach. Each Center was visited once and asked for current and retrospective information on operations, activities, and interrelationships with other Centers and the Office of Bilingual Education.

- Despite extensive efforts detailed earlier in this chapter, the definitions of certain terms were still unclear to some respondents and led, in some instances, to the use of unstandardized terminology. Dissemination was central to most elements of the study but it soon became apparent that in the USOE this word has been used in different operational levels over a long period of time without benefit of common meaning. Thus, there are instances when dissemination is equated with causing a change in educational theory or practice. In other cases it seems to be the means by which research and development motivate consumer acceptance or adoption. In others, it takes on the most widely accepted meaning of the term, the spreading of information. Briefly, DA defined dissemination as the distribution or promulgation of information. At the same time, however, all other activities closely related to dissemination were discussed separately.

For whatever reasons, the term marketing seldom surfaces in USOE materials. This is a complex of sales promotional activities that takes a specific education (or other) product to a defined market through a procedure that first presents product data, then obtains product acceptance, and ideally results in sales. Usually, dissemination is the word used to describe this process when it occurs in USOE.

In turn, this gave rise to confusion about the terms need and market. From the Network's standpoint, need seems to be a qualitative, not always quantitative, expression of interest by bilingual educators in a product or service. Market and need are not necessarily one and the same. Market is concerned with establishing the potential number of prospective clients that exist for a product. However, they must both want the product and have the means to purchase it. Needs assessment is the area of research that should confirm these two conditions and prescribe solutions in terms of specific materials.

- The inventory involved working with enormous amounts of bibliographic data under less than optimum conditions. The principal objective was to obtain descriptive information about bilingual instructional materials from secondary and tertiary sources, i.e., catalogs, bibliographies, listings, etc. At a minimum each language, subject and grade had to be covered. DA initially attempted to record information in 16 different descriptive areas. It soon became apparent, however, that publishers' catalogs seldom provided a clear indication of the intended grade level. In addition, catalogs from distributors rarely cited the origin of the material by publisher and country and were equally deficient as to grade level.

- Many of the bibliographies were little more than listings of titles with insufficient data about subject and grade. Added to this was the difficulty in determining whether the materials in question were truly curriculum oriented; therefore, DA's bibliographic work required substantial repetition and cross-checking to arrive at a meaningful number of entries.

- A major problem in the sampling procedure for the LEA survey was the difficulty in matching non-Title VII projects with those of Title VII in languages other than Spanish. Although information was obtained from a few states about their state bilingual programs, it was insufficient in providing a comparable and equal number of projects in Asian, Native American and some European languages, i.e., French, Italian, and Greek.

Finally, in generalizing from results of the site visits to Centers and the answers to the LEA questionnaire, it is important to note that in a study of this kind, there is a built-in element of self-service on the part of all respondents. This is perfectly natural and understandable. However, only to a limited extent did DA encounter either suggestions of bias or the restriction of needed information. To the contrary, the directors and staff queried in this study seem to have had an unusually high degree of interest in the quality of their operation, and an especially high commitment to their projects and bilingual education. As a result, DA believes that the study does provide an accurate assessment of the status of bilingual materials development.

As indicated earlier, this study has sought to describe and analyze an unusually complex endeavor. Thus, it is important that the report be understood in terms of the overall context of bilingual education. For this reason, before proceeding with the main body of the report, an historical perspective on origins of bilingual instructional materials used in the U.S. is provided. In the same sense it is important to know how American publishers initiate and develop textbooks; Chapters 3 and 4 are presented to accomplish this.

CHAPTER 3

BILINGUAL INSTRUCTIONAL MATERIALS IN THE U.S. - A SHORT HISTORY

The enactment of the Bilingual Education Act in 1968 brought on a national concern among bilingual educators about the status and availability of suitable instructional materials. The conventional language of teaching in the fifty states was English and there were few American precedents on which to draw about the use of a "foreign" language as a medium of instruction in the classroom. Over the years, only a few publishers had prepared either Spanish language versions of their textbooks or an occasional original work for the Department of Public Instruction in Puerto Rico. But, aside from this and English as a Second Language (ESL) materials, they produced little else in other languages. Moreover, bilingual educators soon realized that whatever seemingly useable "foreign" language materials might be uncovered, they would require adaptation to reflect American culture, values, and other considerations.

Although the need for instructional materials was first recognized by U.S. educators and, to a limited degree by American publishers, it was also sensed abroad by publishers in Spain, Mexico, and Latin America, particularly in Puerto Rico. Many of these publishers had already been exporting to the U.S., primarily serving the library and reference needs of professors and students of various languages at the university level. Others had been providing fiction, general interest, and children's books for the Puerto Rican, Mexican-American, and Cuban communities in the U.S.. Now, bilingual education was opening up an elementary and high school market for Spanish language materials that heretofore had not existed. Thus, educational publishers overseas believed there might be an opportunity to sell their output (at least their output in Spanish) in the North American market. In this context, below is a brief discussion of overseas and U.S. publishers' marketing efforts.

PUBLISHERS

Spanish Publishers

As bilingual education took on an air of permanency, publishers in Spain saw the North American bilingual programs as an extension of their principal overseas market -- Latin America. Above all, purchases by the Materials Acquisition Project (MAP) piqued their interest. As a consequence, in the early 1970's, the National Institute of the Spanish Book (INLE)* -- counterpart of the Association of American Publishers -- organized and sponsored two cultural missions to the U.S. Their purpose was to enable Spanish publishers to visit bilingual projects, federal, state and municipal educators, and distributors in important bilingual

*Instituto Nacional del Libro Espanol, Madrid, Spain

regions of the country. More than 50 Spanish publishers personally assessed the U.S. bilingual (and general Spanish reading population) market to determine whether their particular organizations had an interest in supplying it with books. Later, INLE reported their findings to the entire Spanish book industry.

The potential market in the U.S. favorably impressed a limited number of Spanish textbook publishers. Others expressed concern about the geographical extent of the market, its fractionalization, and the seemingly excessive costs incident to serving it. The eventual policy of the approximately 100 publishers willing to risk the venture was to operate through one or more of the 36 major importer/distributors in New York, California, Texas, Florida, and Illinois. However, two of Spain's largest textbook publishers did establish U.S. subsidiaries. Both of them imported publications from the home office and from other Spanish publishers wishing to sell through them. Significantly, each of them subsequently also launched a publishing program in Spanish and ESL tailored to the needs of U.S. bilingual programs. Thus far, no other publishers from Spain, Latin America or Mexico have taken this course of action, except for one from Colombia very recently (1978).

Mexican Publishers

When Title VII was enacted, Mexican publishers intensified their marketing efforts in California and the Southwest as they were also convinced that U.S. bilingual education would create a new market for them, with the added advantage of strong cultural ties not enjoyed by either Spanish or other Latin American publishers. Though much smaller in size, the Mexican publishers also organized a cultural mission to the U.S. along the same lines as those of INLE-Spain. Its prime objective, however, was to develop interest in Mexican materials throughout the Northeast, Midwest and Southeast of the country where sales had been negligible. Presently, most of the 25 major Mexican publishers selling to the U.S. operate through American distributors. Often these are the same distributors used by Spanish publishers. Additionally, there are a few U.S. publishers with Mexican subsidiaries. Normally, the U.S. company imports its Mexican produced publications and then markets them through domestic facilities.

Latin American Publishers

Publishers in the rest of Latin America have had less success in penetrating the U.S. bilingual market. With the exception of one Colombian publisher (cited earlier) who established an American subsidiary in 1978, all Latin American publishers sell in the U.S. through distributors. Between 20-30 of these are from Argentina with lesser numbers from Chile, Colombia, Dominican Republic, Guatemala, Peru, Venezuela and Puerto Rico.

Puerto Rican Publishers

In the case of Puerto Rico, publishers are producing instructional materials for the Puerto Rican school system. Because of this, these textbooks have had an excellent reception in mainland bilingual programs with concentrations of Puerto Rican students. Furthermore, the logistics involved in exporting from the countries of Latin America and from Spain to the U.S. (i.e., shipping costs, distance and time, documentation and exchange problems) are complex and burdensome. In this regard, Puerto Rico enjoys a slight advantage owing to its political association with the United States.

U.S. Publishers

It is difficult to be precise about how many U.S. publishers turn out materials specifically for U.S. bilingual programs. DA's findings indicate there are about 60 who regularly exhibit at national and regional bilingual conferences, while the inventory registers 1,217 as producing some kind of publication that can be used in bilingual programs. Many of these display textbooks for teaching Spanish to secondary and college level students in conventional programs rather than "bilingual" materials. Then there are others who, as previously indicated, have produced Spanish language texts for Puerto Rico. Generally, these have been translations and adaptations of American textbooks though some have been originals. In all cases, publishers produced these materials only on receiving a prior purchase commitment by the Puerto Rican Department of Instruction and with an adoption guarantee of at least three years.

OBE-TITLE VII CENTERS

From the inception of federal funding to the present (FY 1978), where there are more than 600 Title VII LEA's carrying out bilingual programs, approximately 80 percent of them have been Spanish language oriented -- Mexican American, Puerto Rican, and Cuban. Because Spanish language programs represented the area of greatest need, from 1972 through 1975, the Materials Acquisition Project (San Diego, California) purchased and examined more than 30,000 materials from Spain and Latin America as well as a limited number of Portuguese language textbooks from Portugal and Brazil. Many of these were reviewed in Materiales en Marcha, a monthly publication sent to subscribers. During the same period, and continuing through 1977, the Dissemination and Assessment Center for Bilingual Education (Austin, Texas) studied domestically produced bilingual materials in a variety of languages and published reviews in an annotated bibliography -- Cartel, which was sold to interested educators and others. Both of these important bibliographic projects were funded by the Office of Bilingual Education.

Convinced that there were few suitable bilingual curriculum materials in the domestic market and that those from abroad were deficient in too many ways, the Office of Bilingual Education decided to launch its own publishing program. In 1975, OBE established Materials Development Centers (9), Dissemination and Assessment Centers (3), and Training Resource Centers (7), a total of 19, located in 11 different states. At the time of the study, the MDC's totaled 14 and developed materials for grades K-12 in a variety of European, Asian, Native American and Micronesian languages.

Each DAC has specific linguistic responsibilities and publishes the materials developed by those MDC's assigned to it. The Dissemination and Assessment Center for Bilingual Education (DACBE) in Austin, Texas, which became operational long before the two other DAC's, has published about 90 percent of the materials developed in the National Network of Bilingual Centers. In the main, DACBE publications are in Spanish, English, or are truly bilingual and involve both languages. Some have been in Navajo and Choctaw. Many of these materials originated with LEA's in the Southwest and California. The National Assessment and Dissemination Center in Cambridge, Massachusetts, and the National Dissemination and Assessment Center in Los Angeles, California, are responsible for publishing materials in other European and Asian languages.

LEA MATERIALS DEVELOPMENT

Since the beginning of the Title VII program, LEA materials development projects have prepared numerous instructional materials, often without any input from other LEA's. For example, the DACRE (Austin) reported that they had received more than 1,500 unsolicited manuscripts from LEA's around the country seeking possible national publication. However, DACBE editors considered them to be so provincial that less than 10 percent warranted inclusion on the DACBE list.

LEA's tend to develop their own materials because few programs are alike either as to objectives or to student population. In fact, the combinations of socioeconomic, demographic, environmental, and educational variables are so numerous they seem to nullify any meaningful comparison of projects even within the same cultural group and geographic region. Given this situation, many teachers take the stand that only "home grown" materials truly serve their needs. But although such materials may be a success locally, their potential for use elsewhere is normally very limited.

SUMMARY

In summary, since 1968 bilingual educators have been concerned with the need for culturally relevant instructional materials. Because bilingual education is relatively new to the United States, until recently traditional textbook publishers have been reluctant to enter the market. Some view it as too small. Others point to curricula with too many variables. Consequently, there has been a reliance on materials produced in LEA's and on imported materials, particularly from Spain, Mexico, and the rest of Latin America which were designed for use in the school systems of Spain and Latin America. As a result, unless overseas publishers are willing to make editorial and graphic changes and adapt them to U.S. bilingual conditions, they may or may not serve the needs of U.S. Spanish bilingual projects. Significantly, the general tenor of critiques and evaluations of imported instructional materials in all languages has been cautionary. Usually, these state that the material under review may be useful as a reference but can serve as a text only if adapted to the local environment. Indeed, it was the increasing prevalence of reports to this effect that led to the establishment of Materials Development Centers, Dissemination and Assessment Centers and Training Resource Centers by the Office of Bilingual Education.

On the other hand, there has been a marked increase in materials development and output by Title VII MDC's not only in Spanish but a number of other European, Asian, Native American, and Micronesian languages. Moreover, there are clear indications that major publishers have begun to probe the Spanish and English as a Second Language market. In short, there is every reason to believe that with the growing numbers of bilingual programs and students, bilingual materials development in the U.S. will increase in the years ahead, particularly for the major languages. The source of such materials, however, is a major question, particularly the role commercial publishers will choose to play. Chapter 4 presents an overview of commercial bilingual materials published in the U.S. today.

CHAPTER 4

OVERVIEW OF TEXTBOOK PUBLISHING IN THE U.S.

Publishers initiate and develop new textbook projects in many ways. Ideas for them may originate with salesmen, sales managers, editors, or with educators who get in touch with the publisher. Indeed, because of their daily contacts with teachers, the field staff of a publisher is continuously engaged in both manuscript and market research. Moreover, editors not only read current literature about their discipline (reading, science, mathematics), they periodically attend regional and national meetings of teachers and specialists who confer on their subjects. Finally, many textbook editors originally were teachers themselves and bring to their work a profound knowledge of the specialized needs of their markets.

Once a new project is decided upon, the publisher organizes a team of professionals to carry out the development of the textbook (or series) and to help with making publishing decisions. In aggregate, the persons making up this advisory group possess these specialized skills:

- knowledge of the subject matter and especially of educational trends that might affect it;
- knowledge about the funds allocated for the new project; and
- knowledge of the marketing procedures to be used.

During an early meeting of this team, the publisher assigns a specific editor the full responsibility of coordinating, supervising, and expediting its work. From that time on, the team functions under the editor's guidance.

As a rule, the publishing process for instructional material follows a general pattern. As previously indicated, the publisher selects the course of study for the new project, authorizes funding, and establishes a publishing priority. Significantly, these decisions are not made in terms of current textbook needs but rather those visualized for a number of years ahead.

The project team then works out criteria for the single title or series, as the case may be. These usually consist of a scope and sequence chart and the presentation of special viewpoints, new methods, or other distinguishing characteristics which the publisher believes will make the resultant material more acceptable to future educators than a competitor's product.

For the drafting of these criteria, the publisher normally organizes a group combining the qualities of scholarship, a knowledge of teaching methods, and skill in writing. To that end, a typical editorial team might be composed of a:

- university professor who is an authority in the field;
- primary or secondary school teacher who specializes in the subject, knows classroom environment, and understands how students react to printed material;
- a specialist who knows the most modern teaching methods and techniques; and,
- a group of experienced and competent authors in sufficient number to handle the writing workload of the project.

The project editor and the team of authors then develop a complete outline for the textbook or series. After the editor approves the outline, work on the preparation of the manuscript (ms) is assigned to the various members of the authorship team, the work schedule determined and timelines stipulated.

The authors usually submit one unit of the ms to the editor at a time. In turn, the editor sends the units out to be critically examined by teachers and scholars specializing in the subject. Finally, the editor reviews the ms, collates the criticism, and returns the ms to the authors for revision. During the writing phase, a ms may undergo as many as three or more revisions. In fact, a ms for a single textbook in some secondary level subjects may take from two to three years for completion and a six-year reading series can take from 3-5 years.

In developing the ms, the editor and authors pay close attention not only to the desired reading level but also to its relationship with the levels above and below it. Of equal importance are adherence to national curricula, the expressed needs of teachers, and recent scholarship trends of the subject in question. In effect, the development of instructional material is a multi-dimensional process and goes well beyond merely giving the student information to be used for passing an examination.

It should be noted that the coordination and direction effort of a textbook editor is a complex undertaking. For while supervising authors in the preparation of the ms, the editor is also working with illustrators, photographers, and draftsmen to prepare illustrations, maps, and charts requested by them. When these graphics are ready, the editor submits them to the authors in rough draft for comment or change.

Simultaneously, the editor works with a staff designer to decide on the nature of the design, typography, trim size of pages and other design essentials. At this point, the editor is working with authors, illustrators, and artists as well as production specialists who have been exploring the most economical ways to meet publication standards.

When the ms is finally ready for the outside printer (few major publishers have printing facilities), the publisher assigns this responsibility to a production specialist or managing editor, who is in charge of monitoring the ms throughout the graphic arts phase. Textbooks in the U.S. must meet rigid physical standards as well as have an attractive appearance. The demands of teachers, students and the competition require the use of four colors. Because of this, it is often difficult to arrange for the kind of printing a project needs as it nears completion. Depending on the nature of the printing job required for a particular project, the printing process may cost the project an additional 8-12 months waiting time. This is because of the delay in getting a job on the production schedule of a graphic arts company that is able to carry it out.

From the foregoing, it is evident that U.S. textbooks are end products of carefully planned and organized publishing efforts covering myriad details over extended periods of time. In effect, textbook publishers are investors in instructional materials. On the one hand, they pay money to authors, illustrators, editors, translators, printers, binders, etc., for producing the materials and to the educational consultants, sales and promotional specialists who cooperate in marketing them. On the other hand, they take in money from institutional buyers of the textbooks or from persons who request the right to use their content in some particular way. To be successful, an educational publisher must continuously take in more than is paid out. Thus, an educational publisher always has a dual responsibility -- educational and economic. The publisher's skill, therefore, resides in having the vision and intelligence required to increase the size of printruns by developing educationally useful materials, thereby establishing fair prices, and to then obtain the steady profit to continue operations.

As previously pointed out, in day-to-day operations someone on the staff of an elementary and high school publisher is always consulting the published curricula in cities and states with particular attention to the 22 states with textbook adoption procedures. In particular, the major educational publishers cannot survive and ignore the principal adoption states of Texas, California and Florida. More than any other educational force, the requirements of these three states provide the greatest pressures for content change in textbooks. This forces many new products to be released in accordance with their adoption cycles (1-6 years) and profoundly influences editorial/planning and marketing strategies. Importantly, these three states are also the largest users of bilingual materials.

Although editors continuously seek out and consult with supervisors of curriculum and instruction, even more important are the reports from a publisher's field representatives. In the fifty states, the 40 major elementary and high school textbook publishers, which generate 75 percent of the sales in the market, field about 1,800 representatives who call on school teachers and administrators every day of the school year. They present their materials, listen to criticism, search for educational trends, and seek the advice of teachers and supervisors as to how their materials can be improved. Routinely, these reports go back to the editorial offices where they are studied diligently and in detail.

Simply put, for major educational projects, it can be fatal to the development staff to do its planning without the fullest participation of their marketing colleagues from the very beginning. In fact, everything related to the preparation of materials for specific educational use demands the closest cooperation between editors and the selling force, and between the publishing house and the educational authorities of the cities and states. Briefly, publishers develop materials from the outset using practical, market-oriented planning and development guidelines. The marketing division of a publisher not only brings in money to pay the bills, it is its lifeline. Unless the teachers and administrators adopt the books for schoolroom use, there is no justification to continue publishing.

Therefore, the constant challenge to the marketing division is not merely to produce income but, above all, to distribute instructional materials ever more widely. If the materials are good, the interests of the publisher and the public go hand in hand. However, there is more sophistication to marketing instructional materials than just moving out the inventory. Publishers must consistently review the effectiveness of their distribution system in the total national market. To that end, the accounting department becomes an intelligence agency for marketing. Properly organized, it can show details not only about sales, income, expense, etc., for each individual publication, but also about market trends in particular areas, the performance of regional representatives, and the growth or decline of institutional buyers.

SURVEY OF PUBLISHERS

Because of its implications for the overall development of educational materials for bilingual education, an important element of this study was to survey textbook publishers to determine the extent to which they produce or intended to produce them. The publishers were asked three basic questions in the questionnaire sent to them by DA (see Appendix G).

- Does your company publish or distribute bilingual education curriculum materials (e.g., textbooks, workbooks, audiovisuals, etc.)?
- Are you planning to publish or distribute bilingual educational materials within the next year?

- Do you forward samples of your materials to any government sponsored bilingual center? (A listing was printed on the back of the questionnaire.)

Publishers were also requested to furnish a catalog, if it contained bilingual materials, and to indicate separately any bilingual material in the pre-publication stage.

During July 1977, questionnaires were mailed to a select group of 72 publishers. These came from two principal sources: (1) the membership list of textbook publishers in the Association of American Publishers, and (2) references obtained from information provided by various bilingual education centers. The returns showed the following:

Questionnaires Mailed	72
Questionnaires Returned	60
Publishers Producing Bilingual Materials	37
Publishers Planning to Produce Bilingual Materials	1
Publishers Mailing Catalogs	22

Owing to the confidential nature of pre-published materials in many publishing houses, few responses were received about these other than what appeared printed in the catalog. Almost half the 37 publishers reported they sent sample materials to bilingual education centers under state, federal or other sponsorship (see Exhibit 3 for a detailed tally of the publishers responses). Responses about forwarding materials were as follows:

Usually or Always Forward Materials	17
Rarely or Never Forward Materials	14
Forward on Request Only	3
No Answer	3
	37

In brief there seems no clear commitment on the part of the U.S. textbook industry to publish instructional materials for bilingual education. On the one hand some of the largest publishers such as Addison-Wesley, Ginn and Company, D.C. Health, McGraw-Hill, Science Research Associates, and Scott Foresman have entered the market. On the other hand equally important textbook houses like Harcourt, Brace, Jovanovich, Holt Rinehart and Winston, Houghton-Mifflin, The MacMillan Company and Prentice-Hall appear uninterested. Even for those already in the market, it is difficult to measure the extent of their investment. In reviewing the catalogs of the publishers (37) already producing for the market, the small to middle size publishers registered the greatest number of entries for bilingual education. Principal among these were: Barron's, Bowmar, Economy, Laidlaw, Las Americas, National Textbook, Regents, Santillana and Southwestern. Almost exclusively, these publications were in Spanish or English as a second language.

The importance of this survey is that it reflects the divided opinions of major textbook publishers in the U.S. about the bilingual education market.

EXHIBIT 3

PUBLISHERS' QUESTIONNAIRE RETURNS TALLY

PUBLISHER	PUBLISH OR DISTRIBUTE BILINGUAL MATERIALS	PLANNING TO PUBLISH BILINGUAL MATERIALS	SAMPLES SENT TO ANY BILINGUAL CENTER	SENT CATALOG TO DEVELOPMENT ASSOCIATES
ABT Publications (Div. of ABT Associates, Inc.)	No	No	--	--
Addison Wesley	Yes	Yes	Usually	--
Aevac, Inc.	No	No	--	--
Allyn & Bacon	Yes	Yes	Always	--
Barrons Educational Services, Inc.	Yes	Yes	Upon Request	Yes
Benefic Press	Yes	Yes	Usually	Yes
Berlitz Publications, Inc.	No	No	--	--
Bloch	--	--	--	--
Bobbs-Merril Educational Publishing	Yes	Yes	--	--
Boston Educational Research Company	No	No	Never	--
Bowmar	Yes	Yes	Rarely	Yes
Children's Press, Inc.	Yes	Yes	Rarely	Yes
Craig Corporation	No	No	Never	--
Thomas Y. Crowell Company	--	--	--	--
Dell Publishing Co., Inc.	--	--	--	--
Denoyer Geppert Co.	Yes	--	Never	Yes
The Economy Company	Yes	Yes	Never	Yes
Encyclopedia Brittanica Educational Corp.	Yes	Yes	Never	Yes
Field Enterprises Educational Corp.	Yes	--	Upon Request	--
Follett Publishing Company	Yes	Yes	Usually	Yes
Ginn and Company	Yes	No	--	--
Globe Book Company	Yes	No	Never	--
Grolier Educational Corp.	No	No	--	--
Harcourt Brace Jovanovich	No	No	--	--
Harper & Row, Publishers, Inc.	--	--	--	--
Hayden Book Co., Inc.	No	No	--	--
D.C. Heath & Co.	Yes	Yes	Usually	Yes
Hebrew Publishing Co.	Yes	No	--	Yes
Holt, Rinehart & Winston, Inc.	No	No	--	--
Houghton-Mifflin Co.	No	No	--	--

EXHIBIT 3 (Page 2)

PUBLISHERS' QUESTIONNAIRE RETURNS TALLY

PUBLISHER	PUBLISH OR DISTRIBUTE BILINGUAL MATERIALS	PLANNING TO PUBLISH BILINGUAL MATERIALS	SAMPLES SENT TO ANY BILINGUAL CENTER	SENT CATALOG TO DEVELOPMENT ASSOCIATES
Institute of Modern Languages	Yes	Yes	Usually	Yes
Intext Educational Development Group	--	--	--	--
Jacaranda Press, Inc.	--	--	--	--
Japan Publishing Company	No	No	--	--
Laidlaw Brothers	Yes	Yes	Never	--
Larousse & Company	Yes	Yes	Upon Request	Yes
Las Americas Publishing Co. (Anaya)	Yes	Yes	Usually	Yes
Learning Ventures	Yes	No	Usually	--
J.B. Lippincott Co.	No	No	--	--
Little, Brown & Co.	No	No	--	--
Litton Educational Publishing Co.	--	--	--	--
The Macmillan Company	No	No	--	--
McDougal, Littel & Co.	--	--	--	--
McGraw-Hill Book Co. (Webster)	Yes	Yes	Usually	Yes
Charles E. Merrill Publishing Co.	No	No	--	--
National Educational Laboratory	Yes	Yes	Rarely	Yes
National Geographic Society	No	No	No	Yes
National Textbook Company	Yes	Yes	Usually	Yes
Newbury House, Publishers	Yes	Yes	Usually	Yes
New Century Education Corp.	Yes	Yes	Rarely	--
Newsweek Book Division	--	--	--	--
Noble & Noble Publishers	Yes	No	Rarely	--
Open Court Publishing Co.	Yes	Yes	Always	Yes
Pendulum Press, Inc.	No	Yes	--	--
Penguin Books	--	--	--	--
Pitman Publishing Corp.	--	--	--	--
Prentice-Hall International, Inc.	No	No	--	--
Rand McNally	No	Perhaps	--	--
Random House	Yes	Yes	Never	--
Regents Publishing Co.	Yes	Yes	Usually	Yes
Santillana Publishing Co.	Yes	Yes	Usually	Yes
Scholastic Magazines	No	No	--	--

EXHIBIT 3 (Page 3)

PUBLISHERS' QUESTIONNAIRE RETURNS TALLY

PUBLISHER	PUBLISH OR DISTRIBUTE BILINGUAL MATERIALS	PLANNING TO PUBLISH BILINGUAL MATERIALS	SAMPLES SENT TO ANY BILINGUAL CENTER	SENT CATALOG TO DEVELOPMENT ASSOCIATES
Science Research Associates	Yes	Yes	Usually	Yes
Scott, Foresman & Co.	Yes	No	Always	Yes
Silver Burdett	No	No	--	--
Southwestern Publishing Co.	Yes	Yes	Rarely	Yes
Steck-Vaughn Co.	--	--	--	--
Sullivan Company	Yes	Yes	Usually	--
Teachers College Press	Yes	No	Rarely	Yes
Time-Life Books	No	No	--	--
Western Publishing Co.	No	No	--	--
Xerox Education Group	Yes	Yes	Rarely	--

SUMMARY OF PUBLISHING PROCESS

For many years educational publishers have demonstrated that a quality product can be written, tested, and produced within a reasonable period of time. Provided the material is educationally sound, and above all properly promoted and marketed, it stands a good chance to be adopted for classroom use. From this daily usage also comes textual and operational feedback from teachers which is used to revise the second printing or second edition. Meanwhile, the needs of the market are served. It is, however, a difficult and competitive business which is sensitive to both qualitative and quantitative concerns. In this regard, it provides a meaningful basis for comparison with the federal effort.

This chapter, has briefly presented an overview of textbook publishing in the U.S. It is important to note that the book publishing industry is complex and involves more ramifications than this limited presentation can cover. However, it is hoped that the preceding chapter on the history of bilingual instructional materials in the U.S. and this overview of commercial textbook publishing will serve as a useful prelude to the description and analysis of the materials development process of the Title VII Centers and the role of the Office of Bilingual Education which is presented in the next seven chapters.

CHAPTER 5

THE FEDERAL ROLE

The Office of Bilingual Education (OBE) provides national leadership in the development and administration of the bilingual education policies of the federal government. Totally or in part, these are concerned with the needs of persons with limited English language skills. Federal participation in bilingual education is, however, legislatively limited owing to the constitutional authority of the states for the provision of basic education. In general, the federal role is confined to promoting bilingual innovation and improvement through technical assistance and the support of demonstration programs.

Within this context, OBE administers its activities through three major divisions:

- Division of Elementary and Secondary Programs. Responsibility -- to manage demonstration programs in LEA's by determining needs, and initiating and supervising the development of new analytical techniques, standards, policies and procedures;

- Division of Postsecondary Programs. Responsibility -- to administer a program of graduate fellowships and another of grants to IHE's and SEA's for bilingual training activities; and

- Division of Program Development. Responsibility -- to direct and coordinate OBE activities related to SEA assistance and a program of support carried out by TRC's, MDC's and DAC's.

The supervision of the Centers is provided by the Support Services Branch of the Division of Program Development. This branch approves grant applications and oversees the operation of the Centers. It also helps to establish priorities for the production of materials and coordinates the various functions of the Centers to prevent duplication of effort, and to integrate their efforts with other elements of the bilingual education programs.

In 1975, OBE funded a Network of 19 Bilingual Centers to develop, test, and disseminate bilingual materials. Up to that time, materials development had been carried out by a few Regional Adaptation Centers and by LEA's. The newly formed Network was to concentrate on preparing materials in an intensive manner and undertake a rather extensive publishing program. The overall concept of the undertaking was to provide the kinds of bilingual materials which, at that time, were not available to the LEA's carrying out programs of bilingual education.

An examination of the financial commitment to Centers by OBE since their inception provides a convincing indication of their importance. Overall, OBE has invested more than 34 million dollars in the establishment and operation of 33 Centers over a three-year period. During that time, the Centers increased in number from 19 in 1975-76 to 33* in 1977-78 with annual funding for the respective years as follows:

1975-1976	$ 9,900,685
1976-1977	12,000,000
1977-1978	12,286,260
	$34,186,945

Exhibits 4-8 provide details of the funding, with some of this information highlighted below:

- The combined operations of MDC's and DAC's (materials development and dissemination) account for 60 percent of the total funding or $20.3 million and TRC's (training) 40 percent or $13.8 million (see Exhibit 4);
- Materials development received 46 percent of the overall funding and dissemination and publishing 14 percent (see Exhibit 4);
- Spanish language materials development received 55 percent of the three-year funding, Asian languages 13.5 percent, French 9 percent, and all other languages combined 21.5 percent (see Exhibit 5);
- The number of MDC's dedicated to specific languages shows Spanish as having the most (8) with Asian (4), and French (3) next (see Exhibit 6):
- Nine MDC's have multiple language responsibilities while four work exclusively with Spanish and one with Navajo (see Exhibit 6); and
- All three DAC's publish materials in Spanish with one Center specializing exclusively in that language and the others producing in French, Portuguese, Asian and Pacific languages (see Exhibit 7).
- The 16 TRC's are located in 11 different states with California having four and Texas and Washington two each (see Exhibit 8).

*In 1978-79, the total number of Centers rose to 42.

EXHIBIT 4

TOTAL FUNDING OF MDC'S, DAC'S, AND TRC'S FOR 1975-78

TYPE OF CENTERS	FY 1975-76			FY 1976-77			FY 1977-78			TOTALS		
	FUNDING	PERCENTAGE OF FUNDS	NO. OF CENTERS	FUNDING	PERCENTAGE OF FUNDS	NO. OF CENTERS	FUNDING	PERCENTAGE OF FUNDS	NO. OF CENTERS	FUNDING	PERCENTAGE OF FUNDS	NO. OF CENTERS
MDC's	$ 4,745,102	55%	9	$ 5,425,000	45%	14	$ 5,482,000	45%	14	$15,652,102	46%	14
DAC's	1,525,000	12%	3	1,575,000	14%	3	1,575,000	12%	3	4,675,000	14%	3
Subtotal	6,270,102	67%	12	7,000,000	59%	17	7,057,000	57%	17	20,327,102	60%	17
TRC's	3,630,583	33%	7	5,000,000	41%	15	5,229,260	43%	16	13,859,843	40%	16
TOTAL	$ 9,900,685	100%	19	$12,000,000	100%	32	$12,286,260	100%	33	$34,186,945	100%	33

EXHIBIT 5

MATERIALS DEVELOPMENT CENTERS AND
DISSEMINATION AND ASSESSMENT CENTERS
COMBINED FUNDING BY LANGUAGE GROUP 1975-78

LANGUAGES	MDC	DAC	TOTAL	AVERAGE YEARLY FUNDING OVER 3 YEARS	PERCENTAGE OF TOTAL FUNDING 3 YEARS
Spanish	$ 8,156,485	$ 2,874,998	$11,031,483	$ 3,678,000	55%
Asian	2,375,284	283,333	2,658,617	886,000	13%*
French	1,246,666	616,667	1,863,333	621,000	9%
Portuguese	580,000	616,668	1,196,668	398,000	6%
Native American	1,000,000		1,000,000	333,000	5%
Pacific	325,000	283,334	608,334	202,000	3%
Alaskan	600,000		600,000	200,000	3%
Greek	381,000		381,000	127,000	2%
Italian	381,000		381,000	127,000	2%
Russian	220,000		220,000	70,000	.75%
Yiddish	220,000		220,000	70,000	.75%
Vietnamese	166,667		166,667	55,000	.50%
TOTALS	$15,652,102	$ 4,675,000	$20,327,102	$ 6,767,000	100%

*Asian and Vietnamese combined 13.5%.

EXHIBIT 6

MATERIALS DEVELOPMENT CENTERS --
GRANTS BY CENTER AND LANGUAGE GROUP

LANGUAGE	MDC	1975-76	1976-77	1977-78	CENTER TOTAL	LANGUAGE TOTAL
Alaskan	Fairbanks, AK		$300,000	$300,000	$ 600,000	$ 600,000
Asian	Berkeley, CA	$593,283	500,000	432,000	1,525,283	2,375,283
	Los Angeles, CA		175,000	175,000	350,000	
	Seton Hall,		250,000	250,000	500,000	
Native American	Albuquerque, NM	300,000	350,000	350,000	1,000,000	1,000,000
Pacific	Honolulu, HI			325,000	325,000	325,000
Vietnamese	Urbana, IL		83,333	83,333	166,666	166,666
French	Berlin, NH	200,000	190,000	190,000	580,000	1,246,667
	Urbana, IL		83,334	83,333	166,667	
	Fort Worth, TX		250,000	250,000	500,000	
Portuguese	Berlin, NH	200,000	190,000	190,000	580,000	580,000
Greek	Bronx, NY	161,000	110,000	110,000	381,000	381,000
Italian	Bronx, NY	161,000	110,000	110,000	381,000	381,000
Russian	Bronx, NY		110,000	110,000	220,000	220,000
Yiddish	Bronx, NY		110,000	110,000	220,000	220,000
Spanish	Miami, FL	800,000	620,000	620,000	2,040,000	8,156,486
	Bronx, NY	161,000	110,000	110,000	381,000	
	Tucson, AZ	499,499	450,000	450,000	1,399,499	
	Pomona, CA	717,320	600,000	600,000	1,917,320	
	Fort Worth, TX	707,000	250,000	250,000	1,207,000	
	Milwaukee, WI	245,000	200,000		445,000	
	Urbana, IL		83,333	83,334	166,667	
	Dallas, TX		300,000	300,000	600,000	
TOTALS		$4,745,102	$5,425,000	$5,482,000	$15,652,102	$15,652,102

EXHIBIT 7

DISSEMINATION AND ASSESSMENT CENTERS --
GRANTS BY CENTER AND LANGUAGE GROUP

LANGUAGE	DAC	1975-76	1976-77	1977-78	CENTER TOTAL	LANGUAGE TOTAL
Spanish	Fall River, MA	$ 200,000	$ 208,333	$ 208,333	$ 616,666	$2,874,998
	San Antonio,TX	375,000			375,000	
	Austin, TX	550,000	525,000	525,000	1,600,000	
	Los Angeles,CA		141,666	141,666	283,332	
French	Fall River, MA	200,000	208,333	208,334	616,667	616,667
Portuguese	Fall River, MA	200,000	208,334	208,334	616,668	616,668
Pacific	Los Angeles,CA		141,667	141,667	283,334	283,334
Asian	Los Angeles,CA		141,667	141,666	283,333	283,333
T O T A L S		$1,525,000	$1,575,000	$1,575,000	$4,675,000	$4,675,000

EXHIBIT 8

TRAINING RESOURCE CENTERS FUNDING - 1975-78

TRC	1975-1976	1976-1977	1977-1978
Berkeley, CA	$ 601,461	$ 600,000	$ 600,000
Fullerton, CA		250,000	250,000
Sacramento, CA		150,000	150,000
San Diego, CA	861,629	700,000	700,000
Prospect Park, IL	637,493		
Arlington, IL		500,000	500,000
Lafayette, LA	375,000	385,000	385,000
Boston, MA		250,000	250,000
Albuquerque, NM	470,000	470,000	470,000
Brooklyn, NY	300,000	350,000	350,000
Philadelphia, PA		250,000	250,000
Providence, RI	135,000	300,000	300,000
Austin, TX	250,000	250,000	279,260
Dallas, TX			200,000
Salt Lake City, UT		200,000	200,000
Tacoma, WA		200,000	200,000
Seattle, WA		145,000	145,000
T O T A L S	$ 3,630,583	$ 5,000,000	$ 5,229,260

In summary, 14 MDC's in cooperation with 3 DAC's are engaged in 109 publishing programs involving 32 languages designed to serve the needs of bilingual children in Grades K-12 covering the principal curriculum areas. These materials programs are in various stages of completion and either have been published in part or are scheduled for eventual publication by one of the three DAC's or through arrangements with commercial publishers. A list of these materials is provided in Exhibit 9.

This list is a large scale educational publishing effort by any measure and may well be the biggest multilingual publishing program in the U.S. today. Because of the size and importance of the overall materials development program, as well as the interrelationships of the three kinds of Centers carrying out the operations, administrative control is central to the effectiveness of the Network concept. The intent of the Network was to link the Centers together strategically at the OBE level and at the same time permit them tactical freedom to meet the national, regional and linguistic responsibilities of their assigned functions. In the chapter that follows, the tasks and workload of each kind of Center are analyzed and the ways they work together to create, produce and disseminate bilingual instructional materials are described.

EXHIBIT 9

BILINGUAL MATERIALS UNDER DEVELOPMENT IN THE NETWORK

LANGUAGE	GRADE LEVEL	MATERIALS DEVELOPMENT CENTER
SPANISH		
Language Arts	3-6	Spanish Curriculum Development Center Dade County Public Schools, Miami
Social Science	3-6	
Science/Health	3-6	
Fine Arts	3-6	
Spanish as a Second Language	3-6	
Language Arts	6-9	Bilingual Materials Development Center Fort Worth Independent School District
Social Science	6-9	
Science	6-9	
Art/Fine Arts	6-9	
Math	6-9	
Social Science	6-9	
Language Arts	7-12	Midwest Office for Materials Development University of Illinois
Science	7-9	
Math	7-9	
Social Studies	10-12	Multilingual-Multicultural Materials Development Center California State Polytechnic, Pomona
Science	7-9	
Career Education	6-9	The National Center for the Development of Bilingual Curriculum Dallas Independent School District
Teacher Training Materials	Adult	Arizona Bilingual Materials Development University of Arizona
Teacher Training Materials	Adult	Midwest Office for Materials Development University of Illinois
Language Arts	6-9	Northeast Center for Curriculum Development NYC Board of Education
Social Studies	6-9	
Fine Arts	6-9	

EXHIBIT 9 (Cont'd.)

LANGUAGE	GRADE LEVEL	MATERIALS DEVELOPMENT CENTER
FRENCH		
Reading	K-2	National Materials Development Center for French and Portuguese New Hampshire College and University Council
French Language Structure	K-12	
Contemporary Stories	K-3	
Social Studies Readers	3-4	
Song Books	K-6	
Social-Cultural Awareness	7-12	
Teacher Training Guides	Adult	
Language Communication	6-8	Bilingual Materials Development Center Fort Worth Independent School District
Career Education - Social Studies	6-9	The National Center for the Development of Bilingual Curriculum Dallas Independent School District
GREEK		
Language Arts	K-6	Northeast Center for Curriculum Development NYC Board of Education
Social Studies	K-6	
Fine Arts	K-6	
Criterion Referenced Tests	K-6	
ITALIAN		
Language Arts	K-6	Northeast Center for Curriculum Development NYC Board of Education
Social Studies	K-6	
Fine Arts	K-6	
Criterion Referenced Tests	K-6	
PORTUGUESE		
Reading/Language Arts	K-6	National Materials Development Center for French and Portuguese New Hampshire College and University Council
Career Education	5-12	
KOREAN		
Reading/Language Arts	K-3	Asian American Bilingual Center Berkeley U.S.D
Math	K-3	
Environmental Studies	K-3	
Fine Arts	K-3	
Social Studies	K-3	

EXHIBIT 9 (Cont'd.)

LANGUAGE	GRADE LEVEL	MATERIALS DEVELOPMENT CENTER
KOREAN (Cont'd.)		
History and Culture	3	Asian Bilingual Material Center
Social Studies	4	Alhambra School District
U.S. History	10-12	Asian Bilingual Curriculum Development Center
World Geography	10-12	
World History	10-12	Seton Hall University
Government	10-12	
Economics	10-12	
Sociology	10-12	
JAPANESE		
Reading/Language Arts	K-3	Asian American Bilingual Center
Math	K-3	Berkeley U.S.D.
Environmental Studies	K-3	
Fine Arts	K-3	
Social Studies	K-3	
History and Culture	3	Asian Bilingual Curriculum Development Center
Social Studies	4	Alhambra School District
U.S. History	7-9	Asian Bilingual Curriculum Development Center
World Geography	7-9	
Government	10-12	Seton Hall University
Economics	10-12	
Sociology	10-12	
CHINESE		
Reading/Language Arts	K-3	Asian American Bilingual Center
Math	K-3	Berkeley U.S.D
Fine Arts	K-3	
Environmental Studies	K-3	
Social Studies	K-3	
Social Studies	3-4	Asian Bilingual Material Center Alhambra School District
U.S. History	7-9	Asian Bilingual Curriculum Development Center
Government	10-12	
Economics	10-12	Seton Hall University
Sociology	10-12	

EXHIBIT 9 (Cont'd.)

LANGUAGE	GRADE LEVEL	MATERIALS DEVELOPMENT CENTER
PILIPINO		
Reading/Language Arts	K-3	Asian American Bilingual Center
Math	K-3	Berkeley U.S.D.
Environmental Studies	K-3	
Fine Arts	K-3	
Social Studies	K-3	
ILOCANO		
Language Arts	4-6	Pacific Area Language Materials Development Center University of Hawaii
SAMOAN		
Readers	1-3	Pacific Area Language Materials Development Center University of Hawaii
MARSHALLESE		
Social Studies	1-4	Pacific Area Language Materials Development Center University of Hawaii
KUSAIEAN		
Reading	3	Pacific Area Language Materials Development Center University of Hawaii
CHAMORRO		
Language Arts	1-3	Pacific Area Language Materials Development Center University of Hawaii
Social Studies	1-3	
CAROLINIAN		
Language Arts	1-3	Pacific Area Language Materials Development Center University of Hawaii

EXHIBIT 9 (Cont'd.)

LANGUAGE	GRADE LEVEL	MATERIALS DEVELOPMENT CENTER
PALAUAN		
Reading	6-10	Pacific Area Language Materials Development Center University of Hawaii
Social Studies	1-5	
PONAPEAN		
Reading	4-6	Pacific Area Language Materials Development Center University of Hawaii
Science	4-6	
Social Studies	4-6	
VIETNAMESE		
Language Arts	K-12	Midwest Office for Materials Development University of Illinois
YAPESE		
Reading	1	Pacific Area Language Materials Development Center University of Hawaii
TURKESE		
Social Studies	3-4	Pacific Area Language Materials Development Center University of Hawaii
NAVAJO		
Math	K-4	Native American Materials Development Center Ramah Navajo School Board
Science	K-4	
Language Arts	K-4	
Reading Readiness	P-K	
Navajo Literacy Materials	Adult	
Navajo Children's Magazine	Elem.	
Educational Games	Elem.	

EXHIBIT 9 (Cont'd.)

LANGUAGE	GRADE LEVEL	MATERIALS DEVELOPMENT CENTER
ALASKAN NATIVE LANGUAGES		
(Eastern Aleut, Western Aleut, Dana'ima Athapaskan, Swich'in Athapaskan, Whidh'in Athapaskan, Upper Kuskokwim Athapaskan, Upper Tanana Athapaskan, Inupiat Eskimo, Siberian Yup'ik, Eskimo, Sugpiaq Eskimo.)		Alaskan Native Language Materials Development Center University of Alaska
Dictionaries	Elem.	
Grammars	K-12	
Language Handbooks	Teacher	
Cultural Studies	K-12	
Teacher Training Materials	Teacher	

CHAPTER 6

THE ESEA TITLE VII CENTERS

This chapter seeks to describe the organizational structure of the Centers, their assigned functions, and coordinated responsibilities. In later sections of the report, the functional flow of the materials development process is discussed as it proceeds from Center to Center. The main concern here is to indicate the originally assigned work areas for the different kinds of Centers in the performance of their Network role regardless of language or other specific characteristics.

It is useful to recognize that despite operational and organizational differences, the three kinds of Title VII Centers have certain characteristics in common. In a sense, these form the framework within which they carry out their respective missions. In all cases, Title VII Centers are:

- Experimental federal programs;
- Subsidized, impermanent entities which, in effect, were set up to "go out of business" at some future time:
- Funded exclusively by OBE with no matching fund commitment required of the host agency or institution to which they are attached (LEA, IHE, other);
- Bound by local protocol, regulations, and working conditions, although federally administered and therefore often caught up in conflicts of interest;
- Working mainly with other projects funded by Title VII and not necessarily with all elements of the national bilingual panorama; and of key significance,
- Competing with each other for economic survival from the same source of funding and are expected to cooperate with competitors both before and after the fact.

At the time of the study, in aggregate, there were 33 Centers (see list of Centers in Appendix E) divided into:

- 14 Materials Development Centers;
- 3 Dissemination and Assessment Centers; and
- 16 Training and Resource Centers.

In this chapter special attention will be directed towards the operations of each center and interrelationships among Centers. Of significance, there is some operational overlap because in particular instances different kinds of Centers share or participate in the implementation of a function or responsibility.

Materials Development Centers

The Office of Education established MDC's to develop instructional materials for use by LEA's, IHE's and other instructional programs in bilingual education. MDC's produce textbooks, curriculum guides, teacher-training, and other kinds of materials in target-group language (Spanish, French, Navajo, etc.). At the outset of the Center program, the Office of Bilingual Education assigned MDC's the following internal functions and responsibilities:

- To develop and revise materials according to research, needs assessments, and pilot testing data;
- To develop multimedia materials for classroom use by teachers and students;
- To produce materials for teacher training;
- To design criterion-referenced tests and other assessment instruments to accompany developed materials;
- To plan, formulate, and conduct design testing;
- To manufacture materials for design testing;
- To cooperate with DAC's in the development and implementation of pilot test designs; and
- To train TRC teacher-training staff involved in pilot testing.

Along with their internal functions, MDC's are responsible for coordinating with other kinds of Centers in different operational areas. Essentially, the MDC's are expected:

- To provide input to the needs assessments conducted by DAC's with assistance from TRC's;
- To conduct materials planning and related research;
- To develop materials designs according to guidelines produced by DAC's; and
- To provide input (with DAC's) to TRC's for the pilot testing of materials.

Relatedly, DAC's have a number of functions directly linked to those of Materials Development Centers because of their author-publisher relationship. Some of these specific functions include the following:

- To analyze pilot test data (while MDC's interpret pilot test data and revise materials);
- To publish the first edition of materials (provided they are not published commercially);
- To effect a controlled placement of materials (sampling) and solicit evaluative data thereon;
- To analyze retrieved data about materials; and
- To market (disseminate) the materials nationally.

Dissemination and Assessment Centers

As part of the National Network of Centers, DAC's provide diverse complementary bilingual education services to MDC's, TRC's, and other appropriate agencies. Their principal concern is to publish the materials output of the MDC's, as well as bilingual or bicultural materials originating at LEA's, IHE's, and other appropriate educational sources. The charge and responsibilities of DAC's include services and products in four designated areas:

Publication and Dissemination

- To assess and select for publication Title VII project-developed educational products;
- To publish and disseminate (market) these products nationally;
- To produce and disseminate promotional and review pieces about published materials; and
- To collect, publish, and disseminate general information on bilingual multicultural education.

Needs Assessment

- To develop needs assessment instruments and procedures for administering them;
- To conduct national needs assessments;
- To specify data analysis procedures; and
- To analyze and interpret assessment data.

Pilot Testing

- To develop pilot testing designs and analyze data to determine the effectiveness and suitability of bilingual multicultural education products;
- To prepare specifications and special procedures for pilot testing;
- To determine site-selection parameters for pilot test sites; and
- To compile, analyze and interpret pilot test data.

Technical Assistance

- To provide assistance to evaluation and program implementation;
- To train technical specialists in evaluation designs and procedures;
- To provide assistance in pilot testing and formative evaluation techniques;
- To provide information on the quality and use of psychometric instruments; and
- To provide assistance in developing or selecting appropriate instruments.

In their associations with other kinds of Centers, DAC's work specifically with MDC's by:

- Soliciting, reviewing, and assessing Title VII developed materials which may meet priority needs; and
- Establishing publication standards to ensure the quality of the materials.

Furthermore, DAC's usually supply MDC's with a selected number of copies of each publication developed by that respective DAC, and TRC's receive a complete set of all publications. DAC's also furnish other Network Centers with technical and descriptive information on all their publications. Lastly, DAC's survey directors of the Network Centers to identify and establish priorities for areas of need.

Training Resource Centers

Essentially, TRC's are responsible for delivering supportive services in bilingual education to Title VII LEA's (priority) IHE's, and other institutions having to do with bilingual education. In addition, they serve as a link between LEA's and the other Centers. Of interest, TRC's have minimal involvement in the materials users (LEA's, IHE's, et al.). Because

there are large numbers of LEA's in each TRC region with needs of every description, TRC's are often called upon to deliver various auxiliary services which are not part of their conventional programs. Furthermore, it is not uncommon for them to respond to service appeals both from without and within their regions provided that they relate to bilingual education. Nevertheless, their principal mission is to:

- Participate in pilot testing materials developed by MDC's for bilingual multicultural education;
- Provide bilingual programmatic assistance to LEA's and IHE's;
- Provide information to other Centers, SEA's, and appropriate agencies and organizations upon request; and
- Cooperate with SEA's in providing services to institutions and personnel involved in bilingual education.

The relationships of TRC's with other kinds of Centers are diverse and call for them to:

- Inform MDC's and DAC's of the results of their preliminary needs assessments;
- Provide input to DAC's for the design of a national needs assessment;
- Participate in national needs assessments conducted by DAC's;
- Display and house sample materials published by the DAC's and commercial publishers;
- Provide inservice training on the use of materials from DAC's;
- Provide DAC's with input on pilot test design;
- Provide staff training to the TRC's on pilot testing procedures;
- Conduct pilot testing in coordination with the MDC's and DAC's;
- Provide the DAC's with data collected through pilot testing;
- Assist LEA's in selecting materials published by DAC's;
- Provide information about their activities to the MDC's and DAC's; and
- Plan selected training activities cooperatively with SEA's.

From the preceding coverage of the assigned obligations of Title VII Centers, it is readily apparent that the materials development process not only has many inseparable parts but is intricate and rather difficult to analyze. Overall, the workflow takes in a minimum of 15 well-defined steps. In one way or another, MDC's and TRC's participate in 11 of them and DAC's in three. To some extent, all three kinds of Centers participate in Needs Assessment, Pilot Testing, and Dissemination. Two kinds of Centers are involved with Materials Design, Design Testing, and the Final Revision of product prior to publication. Add the logistical difficulties -- distance between collaborating Centers and the idiosyncracies of production imposed by the different languages -- and the overall system becomes even more complicated.

For these reasons, to attain a better understanding of the Title VII materials development process, the remainder of this report is written from a functional rather than an organizational standpoint. As discussed earlier in the report, MDC's and DAC's working together constitute an author-publisher relationship. Because of this, the five chapters that follow describe the logical progression of Center functions as materials move through these areas: (1) needs assessment, (2) materials planning and development, (3) developmental testing, (4) publishing and dissemination, and (5) training.

CHAPTER 7

NEEDS ASSESSMENT

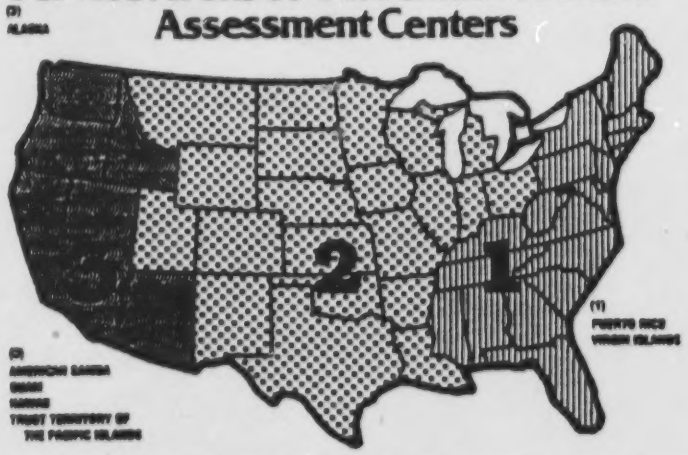
Overall, the stated purpose of needs assessment in the Network is to determine the technical assistance and materials developmental needs of the LEA's. Essentially, needs assessment is to furnish Centers with information which gives them a basis for developing or improving materials and services they provide LEA's. Thus, by employing various methods the Centers work to gather information on needs from bilingual project directors, classroom teachers, and teacher trainers at state and local levels. Although the needs expressed by these groups are largely concerned with teacher training, measurement instruments and instructional materials are also included. However, since the focus of this study is on how the needs for bilingual instructional materials are assessed, only this aspect of the effort is covered.

When the Centers were first established, each MDC conducted its own assessment of needs for materials. Typically, because materials were originally developed on a regional basis, MDC's obtained statistics from SEA's in their designated service areas about the home languages, grades, and numbers of students with limited English language skills. In addition, they analyzed the published issues of The Guide to Title VII ESEA Bilingual Bicultural Projects to determine the growth of bilingual projects in the nation as well as the region. Often, this information was compiled "after the fact," namely, when a program of materials development had already been approved by OBE. After the Network became structured in 1975, overall responsibility for needs assessment was assigned to DAC's. Within their respective service areas (see Exhibit 10), each DAC is responsible for the development of assessment instruments, procedures for administering them, and conducting needs assessments. In addition, the DAC's specify data analysis procedures and the analysis and interpretation of findings.

However, in current practice, the needs assessment process actively involves the coordinated efforts of the TRC's, MDC's, and DAC's. Thus, DAC's rely on cooperating TRC's for much of their needs assessment information. Typically, the TRC's conduct preliminary needs assessments to determine the immediate needs of LEA's in their respective service areas (see Exhibit 10); (see also Appendix H for an example of one kind of instrument used for needs assessment.) From these local needs assessments, TRC's provide input to DAC's for the design of national needs assessments and participate in these when they are carried out. TRC's inform MDC's of the results of their preliminary needs assessments to serve as guidelines for

EXHIBIT 10

Service Areas of Dissemination and Assessment Centers



Service Areas of Materials Development Centers

Service Areas of Resource Centers

the preparation of materials. The MDC's* producing materials for training bilingual educators conduct their own needs assessments, while the remaining MDC's (12) provide input to the national effort of DAC's usually by adding to data provided them by cooperating TRC's.

The DAC needs assessment effort is intended to provide a coordinated national program that systematically draws on all Centers of the Network for information about the needs of all minority language groups. In practice this objective has not as yet been attained. Briefly, no formalization of data collection procedures has been established and the first DAC national needs assessment of any kind was not conducted until Spring, 1977.** Significantly, the principal language focus of this needs assessment was on Spanish. Thus, some MDC's working with languages less commonly used in the U.S. have also made their own needs assessment surveys to provide factual support for approved programs.

For example, the Asian Bilingual Curriculum Development Center (ABCDC) undertook the development of curriculum materials in Chinese, Korean, and Japanese for grades 7 through 12 by conducting a needs assessment program. Its purpose was to determine both the size of the national student bodies for the cited grades, and languages and criteria for the content, scope, and sequence of the materials. First, ABCDC carried out a national bibliographic search which revealed there were no culturally relevant materials available in the three languages at those grade levels. Next, they canvassed 19,000 intermediate schools and high schools across the country and established that the majority had specific social studies subjects in their curricula. Finally, these subjects were weighted in favor of the curricula of those cities in the country (New York, Boston, San Francisco, Chicago) with the highest concentrations of Asiatic students. In summary, social studies were given highest priority on the basis of their assessment of needs and because they were held to be the most culturally bound subjects of the curriculum. Moreover, their data suggested that Asiatic students had more difficulty grasping social studies subjects than all others. Based on this overall assessment of needs, the ABCDC decided to develop their basic instructional materials around U.S. History, World History, World Geography, Economics, Government, and Sociology.

*Arizona Bilingual MDC and Midwest Office for Materials Development

**The Dissemination and Assessment Center for Bilingual Education, Summary Report on the National Assessment Survey of Title VII ESEA Basic Project Director's and Teacher's Needs for the Products and Services of the National Network of Centers for Bilingual Education. (Austin, Texas: 1978).

Significantly, despite the needs assessment responsibilities assigned to each kind of Center, there is no formal procedure for transmitting information about materials needed from TRC's, MDC's, or DAC's. TRC's do keep in touch with other Centers to inquire about the availability of materials requested by LEA's. Some TRC's maintain records of those requests and submit them to MDC's and DAC's, and needs are usually discussed at meetings among Center directors. Mostly, however, as one director stated, "information is informally gathered and informally filed in mind," not so much to apprise the other Centers of needs, but to locate materials and inform LEA's about them when they become available.

In summary, the needs assessment process is presently at a transitional point. Although each Center has an OBE-defined needs assessment role, a substantial part of the effort involves the same informal methods used since the program began. At present, therefore, there is no clear national needs assessment picture and the Centers were quite outspoken on the situation during field interviews. For example, the director of one TRC suggested that "because TRC's deal more closely with LEA's than do the other Centers, they should be more directly involved in informal assessments of needs for materials in their service regions . . . DAC's could then review and interpret data collected by the TRC's and turn it over, along with their reviews of existing materials, to the MDC's or to the National Clearinghouse for Bilingual Education for determination of priorities in materials development." In another opinion about the lack of national needs assessment activity, a staff member of a TRC stated, "DAC's have too much to do just publishing. They can't handle assessment forms, so we wind up doing needs assessment work ourselves." These observations demonstrate the concern of the Centers about the present needs assessment system and its effectiveness.

These concerns are in fact borne out when the process for making decisions on materials development is examined. To date, such decisions have seldom been based on data from a systematic needs assessment effort. Indeed, to a great extent the needs assessment data which exists has largely been used as a basis for designing materials after a decision to publish them has been made. In the next chapter the actual process of developing materials is examined.

CHAPTER 8

MATERIALS PLANNING AND DEVELOPMENT

In any context, planning and developing instructional materials is a complex and lengthy process. Logically, it begins after a decision to publish a particular work has been made. Typically, commercial publishers make such a decision as a result of their ongoing market research effort. In the Network, however, a rather different and more complicated process is usually involved.

Typically, decisions to develop Network products have not been based on systematic material needs assessments. Rather, the materials published by MDC's and those currently in the pre-publication stage have usually been decided on and submitted in grant proposals. Those then approved by OBE in the grant were developed. Later, some of these programs were altered by decisions of OBE and involved either the addition or withdrawal of a language responsibility or the assignment of a new area of development. Under Network regulations, DAC's are required to publish materials developed at MDC's but have little or no input into materials development decisions. Of significance, DAC's may also publish materials or publications other than those developed by MDC's provided they are in the approved budget presented to OBE. The decision to publish such materials is made by the director of the DAC, usually in consultation with staff.

The complete developmental process involves four stages: research and planning, materials development, design testing, and pilot testing. In this chapter the first two stages are discussed. Chapter 9 then discusses the remaining stages.

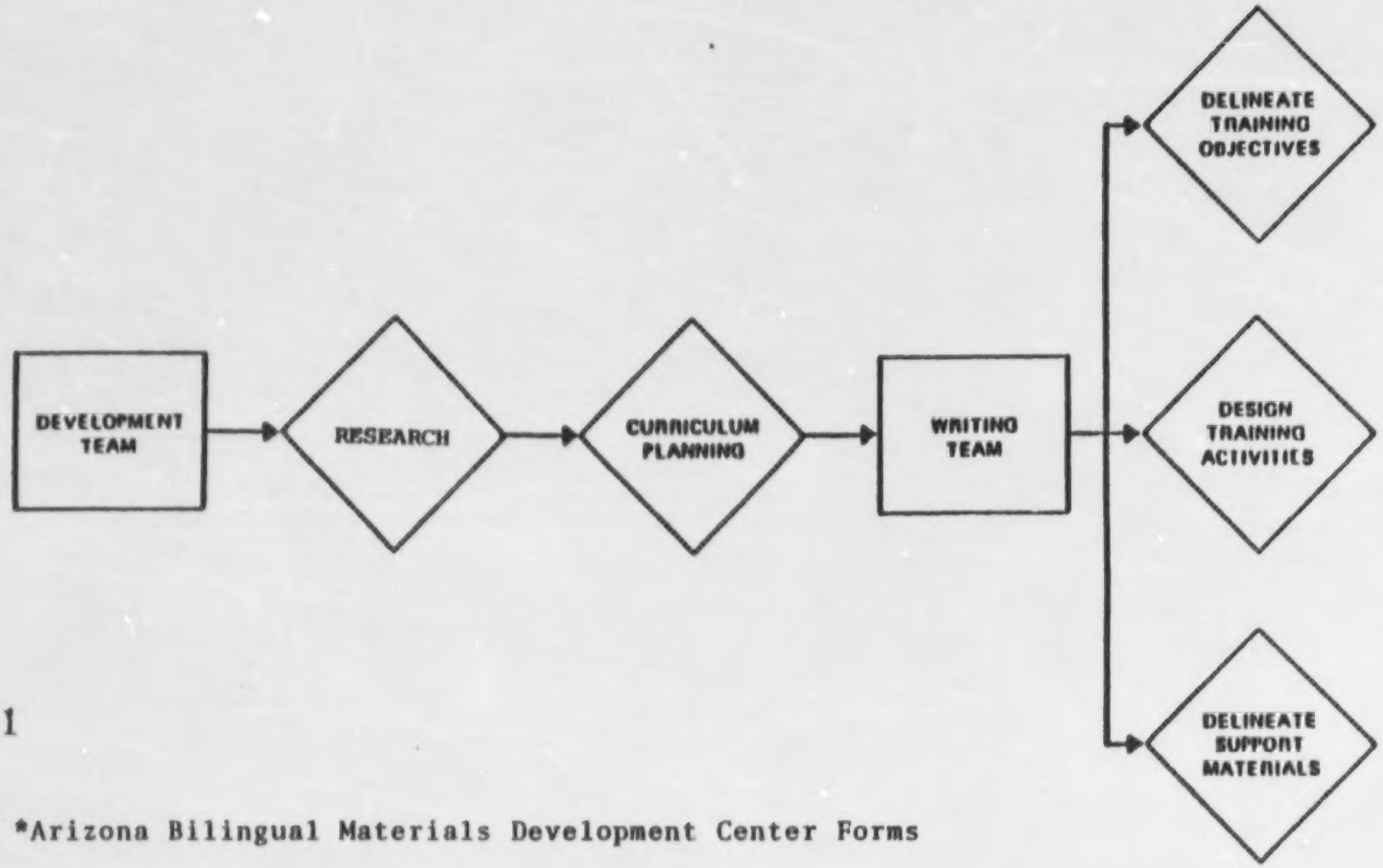
RESEARCH

It takes time to plan and organize an effort to develop materials. Indeed, before the development team writes a line they have to search for reliable information about the target bilingual audience through all available oral and written sources. Consequently, the first step in the research process is for the creative staff to know as much as possible about the bilingual children, teachers, and programs that will use the proposed material (see Exhibit 11).

To acquire this knowledge, MDC's either draw on their own needs assessments (see Appendix H), on those carried out elsewhere in the Network, or employ a combination of both sources as discussed in the previous chapter. Specifically, writers at MDC's have to be mindful of the national, state, and regional aims of bilingual education. Furthermore, they must be aware of language usage in different parts

EXHIBIT 11

MATERIALS DEVELOPMENT FLOW PROCESS*
PART I PLANNING



*Arizona Bilingual Materials Development Center Forms

of the country as well as the socioeconomic and cultural backgrounds of the target audience. Also, they have to survey existing bilingual and related bibliographies to know which materials and references can be used as resources. Importantly, the staff must have familiarity with all state and city curricula whose requirements would fashion precise guidelines for the content of the proposed material. Finally, they must resolve how this new material will accommodate the intended bilingual grade as well as the grades above and below it.

As an example, the length of the school term may be a significant factor. If bilingual programs in one part of the country have a shorter or longer school year than those in other areas, the variations may affect organization of the manuscript. In such cases, writers have to assure that essential points of the subject are covered for the briefer term without disturbing their logical sequence. Above all, MDC's have to seek current information about the training level of bilingual teachers throughout the country who may be using the material. This is important not only from the standpoint of writing to their different stages of professional development, but to enable writers to incorporate in the final design of the material those characteristics or features which teachers consider useful and practical for classroom instruction. Lastly, MDC staff consult repeatedly with subject and language specialists both before and after writing begins and read pertinent reference works in the library of the Centers and elsewhere.

It should be noted that research in bilingual education is not as easily gathered as it is in other areas of education. During the study, DA found that much basic statistical data about language usage, bilingual student count and other fundamental marketing or needs assessment data is yet to be compiled. And what is available often is unreliable and fragmented, and consequently difficult to interpret. For these and other reasons, MDC's have to explore all possible sources of information at the national, state, and local levels.

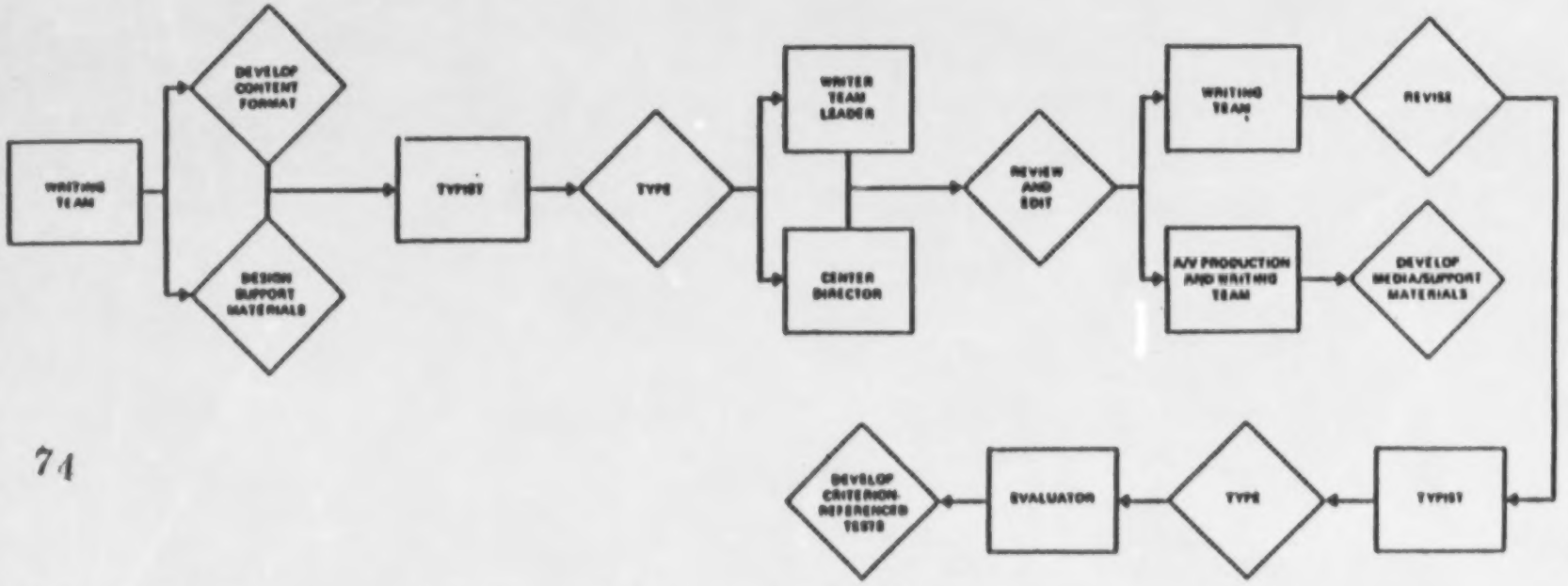
At a minimum, however, the research process seeks to: (1) amplify on the content and skill areas identified; (2) identify other efforts which address these skill needs; (3) provide supportive documentation; and (4) gather information on content which could be used in materials development. This set of information then provides a solid foundation from which to plan the materials in detail.

MATERIALS PLANNING AND DESIGN

Once the essential research is completed and a system established to provide feedback throughout the development process, the MDC's must then focus on the purpose and goals of the new material. The writers determine whether it is to develop skills, understanding, or attitudes and in what proportions. For example, if one aim is to cause better understanding of, or pride in, a particular culture, not only the material, but the way it is presented is important (see Exhibit 12).

EXHIBIT 12

MATERIALS DEVELOPMENT FLOW PROCESS
PART II MATERIAL DEVELOPMENT



* Arizona Bilingual Materials Development Center Forms

Next a detailed outline of the content, method of approach and format is prepared. Usually this results in a design statement presenting the nature and intent of the material, scope and sequence, and other guidelines for the creative staff. In essence, this statement provides information about the estimated number of words, lines, pages, illustrations, and other data considered as basic to selection of the format.

Although decisions on the final details of format usually await completion of the manuscript, certain general specifications can be predetermined. This is the task of the book designer (or art director) of the MDC. It is the designer's responsibility to confer with the writers, Government Printing Office (GPO), and illustrators about format details. MDC's, as authors, and DAC's, as publishers, are equally interested in producing readable, attractive and inviting materials. For this reason, the choice of type and the page size are of prime concern.

After these considerations are resolved, answers to the following design questions are in order:

- Will illustrations be required? Will drawings suffice or will photographs be needed?
- How many colors will be needed for the cover? Text? Will the additional color justify the extra cost and time involved?
- What kind of paper stock will be needed? Will it be color stock? Is it available at the GPO?
- Will there be printing on both sides of the page or only one? (If both, it has to be ensured that the paper is heavy enough to prevent bleed-through of printing from opposite side.)
- How many pages will the printed text and illustrations require?
- How will the headings, subtitles, and captions be arranged?
- What should be the width of the margins?
- How many copies of the material will be needed? Now? Over a period of time?
- How much time must be allowed for processing the material through the various stages of completion?

These are all questions the writers at the MDC's discuss with the designer and printer. Because the design of the material may play a key role in helping to organize and clarify the material, writers try to learn as much as possible about the way the designer intends to lay out the material. How text and illustrations are positioned on the page can be very useful to the writers at MDC's as they work.

Significantly, although materials design is the responsibility of MDC's, it is equally important to DAC's. Traditionally, publishers (DAC's) make design decisions. However, because MDC's produce their own editions for testing, the test copies usually dictate the eventual format and design used by the DAC in its published version. The designer's purpose is to plan the material not only to look well but also to present the writer's and illustrator's ideas in the clearest and most intelligible way. Furthermore, the designer must have some sense of publishing economics as well as of artistic design and know something about the size of the edition which is planned, how the material will be marketed and other related factors. To sum up, the designer tries to balance all the design factors (some of which conflict with each other): suitability of design to the subject matter, artistic attractiveness, clarity and intelligibility for the student or teacher, economy from the standpoint of the Center, and practical feasibility from the point of view of the printer. Although it is impossible in this coverage to give a full description of the MDC or DAC designer's work, the following describes the major problems which must be faced.

Estimating the Size of the Material

Special attention is given to the matter of estimating size because it is so basic to everything else in the physical material, not only in an artistic sense, but in terms of economy as well.

The first practical step in designing an instructional material at MDC's is to determine how big it has to be physically for the purpose intended. The designer has to know first of all the absolute requirements in terms of the number of letters in the manuscript, and then consideration can be given to different designs using larger or smaller type, larger or smaller pages, wider or narrower margins, and more or less space between lines. The method most designers use for estimating size is to select a page that looks about average for the whole manuscript, count the number of "characters" (letters and spaces) on that page, and multiply by the number of pages in the manuscript.

In short, the designer starts with a "character count" showing how many letters and spaces there are in the manuscript. Then from tables compiled in the past or that the designer can get in printed form for most of the principal forms to type, it is possible to see how many "characters" will go into one page of a printed book in the comtemplated design.

The cost of typesetting at MDC's (or DAC's) depends most on the number of "characters," and does not vary greatly whether small type is used in a small number of pages or large type in a large number of pages. But the cost of paper and printing related almost directly to the number of pages. For example,

printing and paper for a 240-page textbook will normally cost just twice that of a 120-page book. Significantly, the page sizes of most of the publications produced in the Network fall in one of these categories: 8½" x 11"; 8½" x 7"; 8½" x 5½"; and 6" x 9".

The Basic Design

No part of the design can be considered by itself. Consequently, the designer only thinks of type-size in relation to other factors. The four parts of the decision about type -- kind, size, length of line, space between lines -- have an effect on another important decision: design of the type page. That involves deciding the width of margins at the top, bottom, and sides of the page, and the placing of page numbers and the "running heads" giving the chapter title on each page.

If the material has illustrations or other graphics, the designer has a series of additional problems. Tables may require instructions to the printer about what type to use and how it should be arranged. If there are illustrations, the decision may be limited to the method of printing and the positioning in the text. In any event, the designer has to supervise the execution of the "artwork" so it fits in with the overall plan for the material. This includes designing of the cover.

Illustrations

Although illustrations may not be finalized until a manuscript is finished, it is basic for MDC's to consider the general type of illustrations needed in the early stages of planning. As a rule, the illustrations serve one or more of the three main objectives:

- to interpret or explain the text;
- to supplement the text; and
- to decorate pages or the cover.

An illustration as such has no educational value, and may even be a detracting influence if its content is not presented in terms of the past experience of the intended bilingual audience. When illustrators at MDC's prepare graphic material, their task is to produce pictorial images for bilingual children whose concepts and background of experience are limited. Furthermore, because each bilingual bicultural group is sensitive to the way it may be depicted, ideally illustrators should be from the same linguistic and cultural group (Korean, Mexican-American, Greek, etc.) for which they are illustrating. In the MDC's DA visited, this seemed to be the case. For

example, the Spanish Curricula Development Center in Miami has a staff artist who formerly worked for a textbook publisher in Cuba. In the Northeast Center for Curriculum Development, the Bronx, New York, the illustrator is from the New York Puerto Rican community. At the Native American Materials Development Center in Albuquerque, New Mexico, the illustrator is Navajo. Of significance, all MDC's visited by DA commented that good educational artists are not always readily available. Moreover, it takes varying lengths of time to train any artist to understand "art for education" principles.

Network Formats

To get a sense of the design quality in the Network, DA examined a variety of materials at the nine MDC's and three DAC's visited.* Overall, the presentations were logical and clear, the quality of the text accomplished, and all layout work such as titles, labels, and captions appropriate. During the visits, DA learned that often when the designer (or production editor) at the Center wanted to select paper for either the testing or final version, after giving careful consideration to weight, cost, tearing strength, and printing quality, inevitably, the decision rested on whatever the GPO had on hand. The Centers also used different ways to bind the books depending on cost, bulk and thickness of the publication.

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*Some of the materials examined by DA included the following:

- Northeast Center for Curriculum Development
  Bronx, New York
  - La Estrella Perdida
    Kiko Coqui (set of five books)
- Asian Bilingual Curriculum Development Center
  South Orange, New Jersey
  - World Geography (Japanese Edition), Vol. I
    Teacher's Manual
- Bilingual Materials Development Center
  Ft. Worth, Texas
  - Nuestro Mundo Multietnico - Nivel II
    Bilingual Spanish-English-Pilot
    Test Version - Student and Teacher Edition
- Spanish Curricula Development Center
  Miami, Florida
  - SCDC Spanish Curricula Units 1-6 for Grades 1 and 2

Manuscript Control

Once the above details have been settled, each MDC prepares some kind of Manuscript Record or Quality Control Form to serve as a guide for all staff members involved in the development process. Because dates or specifications may change as the project develops, MDC's have to maintain close control of the manuscript's progress from its beginning to the camera-ready stage when it is delivered to the DAC. Additionally, these control forms provide MDC management with up-to-date indication of the status of all materials under development. The form shown in Exhibit 13 is typical of those in use at the different MDC's visited by DA.

Materials Development

When the writers have assimilated all the elements of design previously discussed, they are fully aware of the basic design problems to include any limitations imposed by technical facilities or budget. At this stage, the actual development or writing of the materials gets underway.

Assignment and Selection of Writers

The writers in MDC's are the creators or formulators of the knowledge and information to be given bilingual students through a textbook or other type of instructional material. The writers arrange the words, pictures, charts, tables, etc., that pass on the knowledge to students and teachers. Logically, the success of materials development lies with the quality of the writers, because the text of the manuscript forms the foundation on which everything else is built.

In social sciences* and language arts the material emphasized the history, local events, holidays, folklore, and literature of the linguistic minority; and in fine arts,** gave attention to its musical forms and aesthetic art works. As a rule, the material not only related to the particular experience of the culturally different student addressed, it also tried to promote positive attitudes toward all cultures and races. To that end, when appropriate, the materials underscored the roles and contributions of cultural*** and ethnic groups in the development of the U.S.

*Raza de tesoros, DACBE, Austin, Texas 1976.
Leyendas Puertorriquenas, NADC, Fall River, Massachusetts 1975.
Chinese Cultural Resource Book, NADC, Fall River Massachusetts 1976.

**Pintando tambien se aprende, NADC, Fall River, Massachusetts 1977.
Forming An Estudiantina, DACBE, Austin, Texas 1975.

***Social Studies - Book One - A Bilingual Multicultural Guide English/Spanish, DACBE, Austin, Texas 1975.

EXHIBIT 13

SAMPLE MANUSCRIPT RECORD

1. TITLE: (Working) _____

   (Final) _____

2. WRITERS: _____

3. ILLUSTRATORS: _____

4. CONSULTANTS: (Subject) _____

   (Language) _____

   (Other) _____

5. MANUSCRIPT SPECIFICATIONS:

   Curriculum area: _____
   Language: _____
   Grade: _____
   Number of pages: _____
   Number of lines per page: _____
   Other limitations: _____

6. PRINTING SPECIFICATIONS:

   Number of pages: _____
   Trim size: _____
   Typeface: _____
   Paper: _____
   Cover: _____
   Binding _____
   Illustrations:
   Number: _____
   Sizes: _____

MANUSCRIPT SCHEDULE	DATE DUE	DATE RECEIVED	DATE APPROVED
Outline			
Sample Chapters/units			
First draft of MS			
Second draft of MS			
Design testing reports			
First revision			
Pilot testing reports			
Second revision			
Illustrations - sketches			
Illustrations - final			

PRODUCTION SCHEDULE	DATE DUE PRINTER	DATE RECEIVED FROM PRINTER	DATE APPROVED
MS to printer			
Illustrations to engraver ...			
Galley proofs			
Page proofs			
Bindery schedule			
Publication date			

All five of the MDC's visited by DA and sponsored by LEA's reported that their recruitment of staff writers was restricted to certified teachers in the local school district. As a result, they look for teachers with demonstrated skill in teaching bilingual students or for those who show talent in preparing classroom materials. As the directors explained, once talent is spotted, the objective is to nurture and improve it. Usually this is accomplished by having the new writers work in tandem with an experienced writer. In any event, one person seldom plans and writes instructional materials at MDC's because it is a cooperative effort involving the entire writing staff.

Writers at the four MDC's associated with IHE's come from a variety of backgrounds. Some are bilingual educators, while others are professional writers from other vocations. A few are experts in a special subject or in the language of instruction. Thus, different kinds of experiences were contributing to ongoing writing projects.

In all cases, the creative teams work with bilingual consultants, teachers, and curriculum supervisors who know school programs and how new bilingual products can best be accommodated to classroom needs. For example, one MDC working with Asian languages does all writing solely by means of teams composed of a language expert and a curriculum specialist. In addition, whether under LEA or IHE sponsorship, all MDC's have recourse to freelance writers (consultants) provided this line item is included in their budget.

Despite the fact that writers at MDC's work with different languages and cultures, their organizational approach to the preparation of student and teacher-related materials is basically the same. Whether in language arts, social studies, mathematics, science or fine arts, and for any grade, they subject the material to a bilingual instructional strategy designed to ensure linguistic and cultural integrity. To be sure, this is no less so with conventional textbooks in English; however, in the case of bilingual products the developers must have a sensitivity to content which goes beyond that for the average U.S. textbook. The considerations for interest level, vocabulary, difficulty of concepts, and sequence of content described below do not apply to every subject or to the same degree, but in the aggregate all subjects are affected by them.

Consideration of Content, Sequence, and Scope

There are standard but very important considerations in developing any educational materials. However, these considerations are more complex with bilingual materials since multiple objectives are often present.

Based on a review of approximately 100 materials, considerable effort was made to ensure the content was both up to date and consistent with the educational goals of the target bilingual audience for which it was intended. All the materials for student use also tried to parallel English curricular materials as closely as possible. Additionally, the writers sought to assure that all materials were approximate to the level of the intended bilingual instruction. This involved catering to the varying learning capabilities of the students by age, grade, and language with respect to:

- interest level;
- vocabulary level;
- difficulty of concepts; and
- sequence of content.

In addition to basic texts, the Centers produce a wide range of auxiliary materials which can be characterized as follows:

- Audio Products: When voice recording is an element of the product*, care is taken not only to employ authentic native or near native speakers but to make certain to use adult male and female as well as children's voices. Concern is also shown that these voices speak at an appropriate rate and with accurate intonation.

- Workbooks: As a supplement to a basic text, a workbook provides the teacher and student with practice opportunities. The MDC's were turning out such workbooks** that were designed to the bilingual learner's understanding of the subject or gave them the additional practice they needed to develop skills.

- Teacher's Manuals: The purpose of a manual for teachers is to help them use the textbook effectively and to provide additional factual information. The manuals reviewed contained clearly stated bilingual philosophy,

*SCDC Fine Arts Strands -- Cassettes -- Grades 1 to 3 DACBE, Austin, Texas 1974-1977.

**Que bonito es leer I, Cuaderno de ejercicios, DACBE, Austin, Texas 1974.
Tesoros de mi raza, Cuaderno de trabajo. DACBE, Austin, Texas 1975.
Golden Mountain Reading Series -- Writing Workbook Levels 1-5 NADC, Fall River, Massachusetts 1976-1977.

approach, sequence of skills, and objectives. In general, they included suggestions for implementing the instructional approaches and presented teaching strategies designed to meet individual student needs. Usually, these manuals first described the series or individual textbook as a whole and stated its general objectives. If it dealt with a series, the manual described the organization of each book within it and gave a brief description of their respective contents together with the basic skills to be developed. If the series or single textbook had new features, these were stressed. The manuals always included suggestions for the teaching of each unit, by explaining the concepts or main ideas developed for each unit and suggesting methods of approach. All manuals presented the teacher with suggestions for the development of activities related to the unit and provided help in evaluating the material it contained. In summary, the teacher manuals developed at MDC's* use a variety of formal and informal techniques ranging from the assessment of student attitudes and interests to the skills of word analysis and comprehension.

Materials Translation and Adaptation

MDC's work with Spanish and a variety of European, Native American and Asian languages. In most cases they prepare materials in these languages. In others, however, they first write the materials in English and at a later stage of development translate them** into the language of instruction. In yet another related situation, TRC's are often involved with assisting teachers to adapt imported materials (e.g., Portuguese, Italian, Greek, Pilipino, Korean, etc.) for use in U.S. bilingual programs, when these materials have content that must be modified to meet local criteria. A case in point would be adaptation of a textbook from mainland Portugal to the needs of a Cape Verdean child attending a bilingual program in Providence, Rhode Island. In short, translation and adaptation play an important role in materials development in the Network.

It is important to recognize that translation and adaptation are different parts of the same operation. Translation is the act of putting instructional or other material into a different language from the original, while adaptation is the process of modifying that material to suit a new situation or environment. These tasks are often integrated during the translation work. Usually, translations are longer than the original text. For example, a translation from English to Spanish

*SCDC Teacher's Guides -- Grades 1-3, DACBE, Austin, Texas 1974-1977.
Activity Supplement for Puedo leer - Teacher's Guide 1972-1975.

**SSIA Module 1 Culture and Social Organization NMMDC, Pomona CA 1978.
La cultura y organizacion social
SSIA Module 2 Economic Organization, NMMDC, Pomona CA 1978.
Organizacion economica

has about 20 percent more Spanish text. Although this varies with the language, the MDC's and DAC's must always take this fact into account when translation activities are involved. Indeed, many aspects of the publishing process, particularly editorial and graphic, may be affected by the increased wordage in a translation. Conversely, often as a result of adaptation, the word count may diminish.

Skillful adaptation renders instructional materials as meaningful in translation as they were in the original language. The degree of adaptation can range from word changes to the exclusion of paragraphs and there is always a special set of material peculiar to each language or dictated by custom or tradition which requires adaptation. Some subjects, however, always require careful analysis in any language and include: (a) currencies, (b) calendars and holidays, (c) conversion of weights and measures, (d) religion, (e) history, (f) art, (g) politics, and (h) geography.

Finally, it must be noted that translation and adaptation play an important role beyond that suggested in the foregoing paragraphs. Every Network writer and editor is involved daily in translation and adaptation work. This can be done in the form of linguistic research, the selection of a cultural context for a teaching example or the preparation of a teacher's manual. The very term "bilingual" automatically calls the use of two languages and their respective cultures into play. This is a significant difference from the preparation of materials for a monolingual audience.

Once materials are actually developed MDC's have the need to determine the operational effectiveness and efficiency of the materials under development. In effect, as a measure of quality control, they need to see how well the material promotes the acquisition of new learning and the reinforcement of mastery of skills the bilingual pupils or teachers already possess. This is the purpose of developmental testing which not only submits the materials to operational tests but provides feedback from classroom teachers and others useful to revision of the text. All three kinds of Centers participate in developmental testing, which is discussed in the following chapter.

CHAPTER 9

DEVELOPMENTAL TESTING

In the Network, developmental testing is a method of trying out MDC-produced materials according to specialized criteria to determine their need for revision before publication. The goal is to verify the educational effectiveness of the products by conducting trials with groups of bilingual learners. Testing procedures are primarily concerned with evaluating the content, sequence, and scope of materials as well as to confirm the authenticity, accuracy, and suitability for the intended level of instruction (see Exhibits 14 and 15 on pages 74 and 75 which depict the sequence of activities during the testing phase). MDC's plan these tests to reveal the operational problems teachers or pupils may encounter in using the material. Throughout developmental testing, there is concern not only for student achievement but also for discovering attitudes toward the material and subject by learners and teachers.

The complete range of developmental testing ordinarily consists of three phases:

- design testing = initial stage = small groups - short term
- pilot testing = pre-publication stage = large groups - short term
- field testing = post-publication = large groups - long term

Design and pilot testing in the Network always take place during the creative process. Field testing may be carried out either during the development process or after publication; often this takes the form of a program of post-publication testing in which newly developed materials are compared with competitive products already in use.

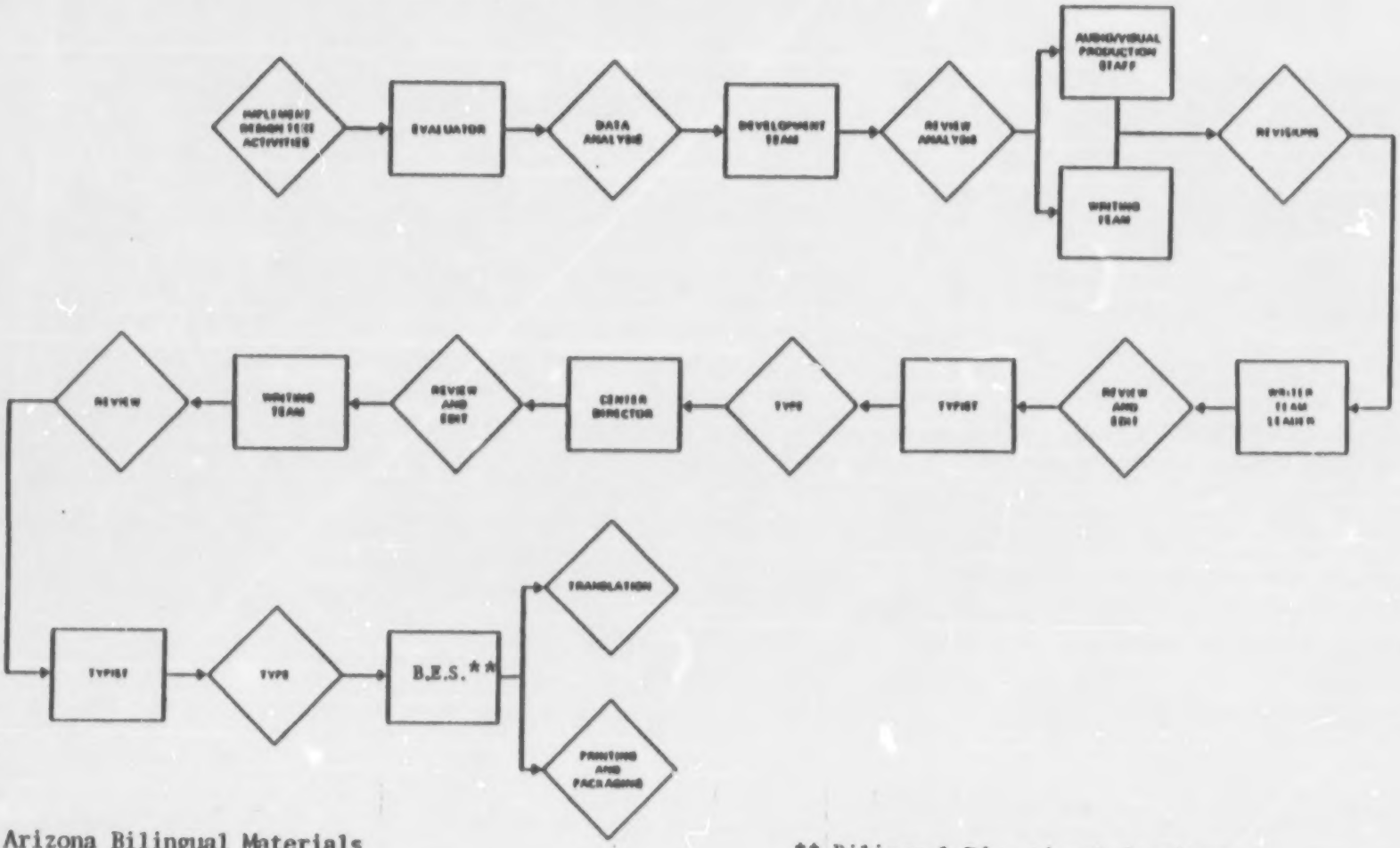
At the outset of Center activities, the Office of Bilingual Education decreed that Network-developed materials would undergo all three phases of testing prior to publication. In practice it soon became apparent that in too many cases this would have extended the overall development process of many projected materials to between three and five years. As a result, Network products are now only design and pilot tested.

Developmental testing as conducted in the Network is characterized by a variety of logistical and other activities in which at various times, different kinds of Centers cooperatively participate. In most cases these Centers are at great distances from each other, often widely dispersed throughout the country.

Significantly, every Title VII Center visited cited pilot testing as their most troublesome operation. Design testing, to the contrary, appeared to present few difficulties primarily because

EXHIBIT 14

MATERIALS DEVELOPMENT FLOW PROCESS
PART III DESIGN TEST

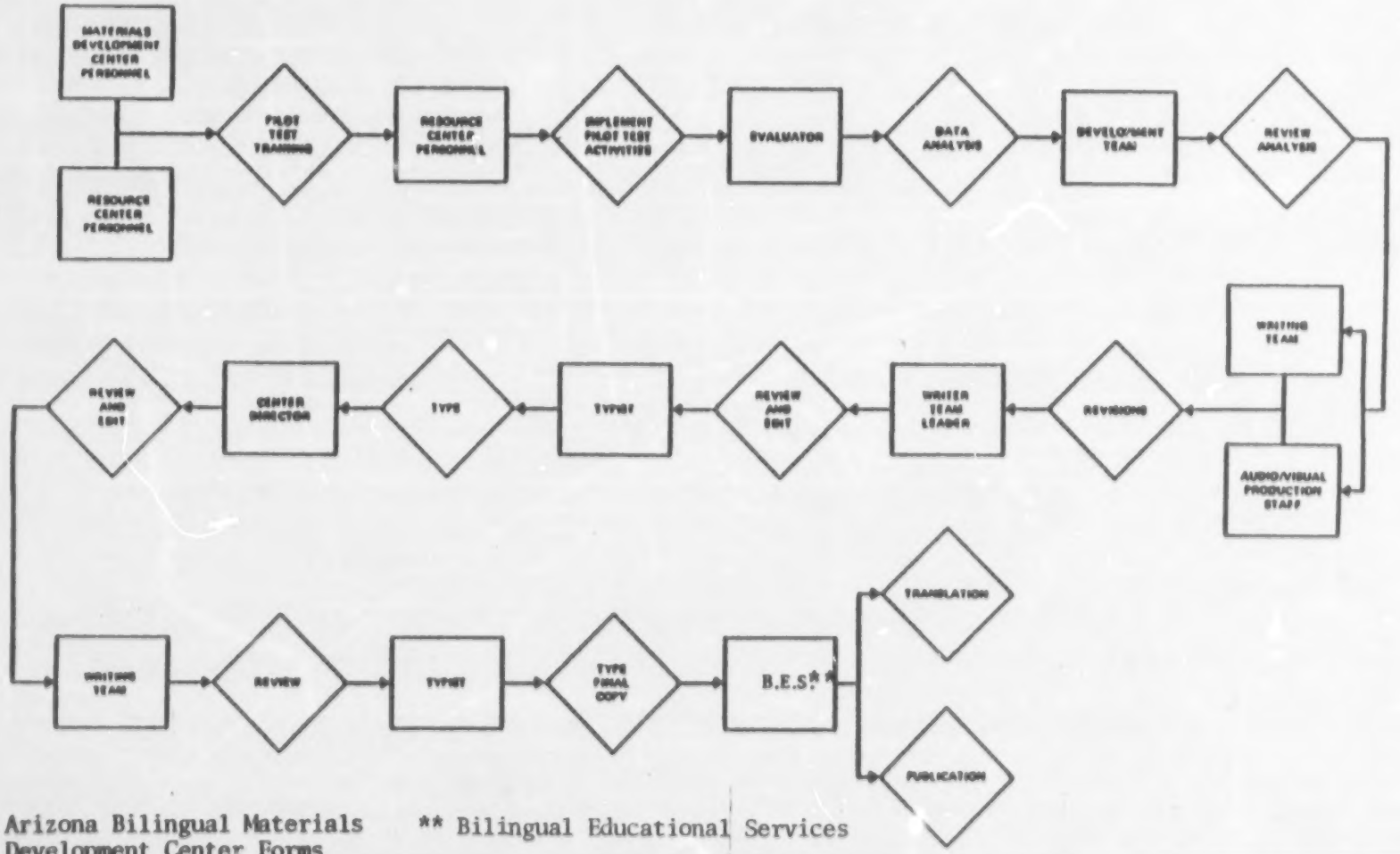


* Arizona Bilingual Materials Development Center Forms

** Bilingual Educational Services

EXHIBIT 15

MATERIALS DEVELOPMENT FLOW PROCESS
PART IV PILOT TEST



* Arizona Bilingual Materials Development Center Forms

** Bilingual Educational Services

MDC's carry it out locally under their own supervision. Actually, some design testing is often conducted within the confines of the Center itself.

DESIGN TESTING

Design testing is the initial stage in which MDC's try out with small groups of learners and teachers to detect portions of the textual and illustrative matter that need revision. As an extension of the development process, its purpose is to assure that the product is suited to its bilingual audience and that teachers understand how to use it. In effect, design testing is the first step in operational quality control because it moves the material from the conceptual workshop to the environment of the learner. For the first time in the development process such concerns as language difficulties, problems of comprehension, suitability of illustrations, cultural details, and teaching methodology can be viewed from a practical perspective.

Design testing is relatively uncomplicated because it is carried out under the exclusive control of the developer MDC. All arrangements and activities originate within the MDC and are supervised by it to their conclusion. Although design testing varies in accordance with language, makeup, and aims of the material, its work areas are usually the following:

- editing and posttest reviewing of the design test model and allied criterion-referenced tests;
- manufacturing copies of the materials for the test in appropriate quantities;
- arranging logistics with LEA's;
- conducting or observing testing sessions;
- rewriting, revising and proofing materials and criterion-referenced tests; and
- conducting consultant, library, or other research.

Tryouts with a few small controlled groups of bilingual learners under teachers who understand the objectives are the key to successful design testing. One notable feature of design testing is that it provides immediate information exchange between developers, teachers and learners often in one-on-one situations. This contrasts with Network pilot testing, discussed later, which is a decentralized operation calling for the involvement of other Centers, scattered testing sites, and synchronized timelines.

Materials Development Centers as a group have not adopted an across-the-board method of design testing. Each MDC has developed a system that each believes is best suited to its needs based on variations of the same testing techniques. The tutorial method in use at NMMDC, Pomona, California, provides a good example of design testing because it employs many of the same techniques DA found at work throughout the Network.

At the direction of NMMDC, teachers identify small groups of learners (usually no more than six) in LEA's who are equally divided in number as to low, medium, and high proficiency in their native language. English dominant students are similarly organized when the situation warrants. These test groups are then exposed to the materials either at the MDC or in the LEA classroom for an appropriate period of time.

During these testing sessions, either the teacher, the MDC evaluator, or both make use of testing instruments previously prepared at the MDC. This testing phase is called progressive interim evaluation. From the results of this procedure, the evaluator uncovers teacher and learner difficulties with the text as well as problems of comprehension. The revision that follows may cause the shortening, lengthening, or rearranging of the unit tested, minor changes in the illustrations, or possibly substantive changes.

Limited classroom implementation then follows. As a rule this involves testing from three to five appropriate groups in the local LEA, averaging about twenty learners each. As before, the MDC provides evaluation instruments and criterion-referenced tests to the teachers and the evaluator arranges for whatever classroom observation the LEA permits. This phase of design testing is generally termed formative product evaluation in most MDC's.

As the last step, MDC writers and illustrators collectively and individually analyze the feedback and make whatever deletions, additions, substitutions, or other modifications the findings suggest. When this second revision has taken place, the product is ready for final operational quality control or pilot testing. As presently organized, the Network has assigned the responsibility for pilot testing to TRC's which are to work in concert with designated MDC's and a DAC, which is charged with feedback analysis and interpretation.

PILOT TESTING

While instructional material is still in the second revision phase of the design test, notice of its forthcoming availability and the quantity ready for use in pilot testing is sent to designated TRC's. For example, the Northeast Center for Curriculum Development, Bronx, New York, works with the Midwest Resource Center,

Arlington Heights, Illinois; National Bilingual Resource Center, Lafayette, Lousiana; Bay Area Bilingual Education League, Berkeley, California; Merit TRC, Philadelphia, Pennsylvania; New England Multilingual Multicultural TRC, Providence, Rhode Island; and New England Bilingual TRC, Boston, Massachusetts. However, because all TRC's are either not funded for pilot testing or not staffed for it, some MDC's have been forced to work directly with LEA's. Thus, at this stage, the TRC's that can cooperate and/or the MDC undertake a search for bilingual classrooms likely to meet at least the basic testing specifications of language, grade, and subject. At this point, TRC's must rely on the announced date given by the MDC for delivery of testing copies. Any undue delays in the production of these copies can seriously affect and perhaps nullify testing arrangements TRC's make with LEA's.

Because response to testing solicitations has proven less than enthusiastic in much of the Network, TRC's resort to different means to obtain LEA cooperation. For example, the New England MMTRC in Providence, Rhode Island, sets up pilot testing workshops during which they not only conduct training but recruit volunteers from the captive audience for future contact. In other cases, newsletters (such as the flyer of SWTRC, Albuquerque, New Mexico, newsletter of the Midwest Resource Center, Arlington, Heights, Illinois, and Aquila Volatica of BMDC, Ft. Worth, Texas) appeal for candidates through editorials or ads describing testing requirements. But typically, the TRC eventually has to make entreating telephone calls or personal visits to SEA's or LEA's to solicit their help in getting testing sites.*

When a TRC finally obtains testing sites, the orchestration of logistics and arrangements begins. TRC's first carry out protocol clearance with authorities at LEA's and with SEA's if state lines are to be crossed. Regarding criteria for possible sites, an effort is usually made to obtain representative geographic cross-samplings that reflect urban and rural conditions. If, for example, the testing involves Spanish language materials destined for learners in the Southwest, such as those developed at BMDC, Ft. Worth, Texas, even closeness to, or distance from, the Mexican border may be taken into consideration. Similarly, geographical or cultural comparisons are sought by other linguistic groups, i.e., materials developed by the HMDC, Bedford, New Hampshire, for the Franco-Americans in Maine and Louisiana, and the Portuguese in Rhode Island and California. MDC's and TRC's aspire to these and other purposeful testing ideals but experience has shown they enjoy few options and usually have to settle for whatever testing offers come along.

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*This lack of interest is interesting in light of the numerous avowals received in the LEA survey of the shortage of culturally relevant materials. For some reason the opportunity to participate in the testing of Network products seems to hold no special appeal. Perhaps the sequence of test-related activities has something to do with this reluctance.

The next order of work is training sessions for cooperating teachers on the use of the data collection instrument criterion-referenced tests. Generally, as in the case of SCDC, Miami, Florida, MDC's accomplish this by having their staff members train specialists at the cooperating TRC's. In that regard, a staff member at SCDC, Miami commented that, "If we don't get to the TRC's or bring the trainers here to show them how to use our materials, they don't know how, because most TRC's don't have a person assigned to pilot testing." In turn, the TRC specialists train LEA teachers. Then comes the classroom pilot testing itself which must be done during time frameworks compatible with those of the participating bilingual programs. If the TRC deems classroom observation useful to the testing, this has to be arranged with the LEA at the outset of the test.

After the testing period is finished (ranging from 6 to 8 weeks to a full semester), the teachers provide feedback to the MDC's with findings useful to revision of the material. Under the Network system, the LEA's first channel this data to the assigned DAC where staff evaluate, interpret, and eventually relay it to the MDC that developed the material. Regarding this aspect of pilot testing during DA's visits, TRC's reported that LEA's seldom adhered to agreed report timelines in providing feedback. As a consequence, and perhaps for additional reasons, MDC's complained that the DAC with which they worked was equally remiss in sending feedback to them. Thus, in an effort to guarantee some returns as well as to stimulate quick delivery, the Midwest Resource Center offers LEA's a small stipend ($35 maximum). They claim it produces the desired effect. However, MDC's have not evolved a plan for improving slow feedback from DAC's. In another approach, to assure completion of the feedback process, a member of the staff at the National Assessment and Dissemination Center, Fall River, Massachusetts, observed that "The TRC in Tacoma enters into written contracts with local school districts for pilot testing. It is difficult for one party to formalize a process and be locked in legally to something the other parties don't do."

An analysis of Network pilot testing from any standpoint reveals problems. First, there is the circuitous organizational route that links an MDC to various TRC's, an unspecified number of LEA's, and a DAC to form a pilot testing whole. Next come the geographical distances separating the participants and the political considerations in dealing with different agencies. Under the simplest of arrangements, activities take place in a minimum of two, and usually more states, each with its attendant protocol and other test-related matters.

Finally, all the aforementioned steps are locked into various time-lines that must take into account:

- the production schedule for MDC testing copies;
- convenient testing times for participating schools (e.g., May and December are not good months and there may be other negative times);
- optimum time needed to conduct testing program;
- time required for the feedback or results of the testing to reach the revision team at the MDC; and
- the time following revision to get the product on the DAC publishing schedule.

Pilot testing is even a more critical issue with the less commonly used languages. At the Native American Materials Development Center in Albuquerque, the situation was presented in this statement: "In our case, TRC's do not have expertise to pilot test Navajo materials. So far, the SWBTRC has not done pilot testing for us. We have more in common with Centers working in non-European languages. We have a closer communication with BABEL and Anchorage because of special needs."

Among suggestions made at many Centers was that pilot testing responsibilities be clearly stipulated in all TRC grant proposals in terms of budget, procedures, language, and product. As it now stands, these specifications are either omitted or at best extremely vague. Interestingly, an observation made at the Asian American Bilingual Center (MDC) bears on the pilot testing process and is typical of others heard during site visits to other Centers. "TRC's are caught in an awkward position. For example, the problem of timing. Materials are often not ready. Who trains the TRC's in the use of materials? Very complicated...guidelines should be set up for MDC's to follow covering all the procedures including data to be collected. Everyone's going through pilot testing just to fake it. No one takes it seriously."

To summarize, the data suggest that Network pilot testing depends to a great extent on voluntary efforts by three different kinds of Centers, each of whose work priorities lie elsewhere. MDC's are primarily concerned with writing and illustrating activities. DAC's concentrate on the publishing process which leaves them with time for little else. Basically, TRC's train teachers, and admittedly some aspects of training do deal with pilot testing. Nevertheless, as previously cited, many TRC's are neither staffed nor funded for it. Because of these circumstances, pilot testing is of secondary

importance to each kind of Center. Furthermore, it is logistically demanding. In short, pilot testing tends to fall into operational cracks. As a result, and with no authoritative guidelines about pilot testing coming from OBE, only goodwill seems to link the Network participants.

When materials have undergone the pilot testing phase, theoretically they are finished and ready for publication. The DAC's are then responsible for publishing and disseminating materials developed by MDC's as well as needs assessments, covered earlier in this report. This publishing process and the role of the DAC's is discussed in the following section.

CHAPTER 10

PUBLISHING AND DISSEMINATION

These functions are the responsibility of the DAC's in the Network. Even more than other functions, however, the DAC's must rely on the contributions of other organizations in order to carry out their role. Further within their own operation, the DAC's must perform a variety of different roles. In general terms the roles which must be performed and the actors who carry them out are:

- the developers or writers (MDC's) who prepare and test the manuscripts;
- the printer (GPO) who turns the manuscript into an edition of textbooks or other instructional materials;
- the marketers (DAC's) who disseminate the materials thus produced to educational institutions; and
- the publisher (DAC's) who, as the organizer and strategist of the various undertakings, brings the other parties together and performs the business management functions.

The actual processes used to carry out these functions in the Network are discussed below.

PUBLISHING PROCESS

Publishing is a complex process involving many detailed steps. As Exhibit 16 shows, there are typically 15 steps involved from the time the manuscript is received until the documents are ready for dissemination. For ease in presentation, these steps have been compressed into the two major types of activities to be performed and are discussed next.

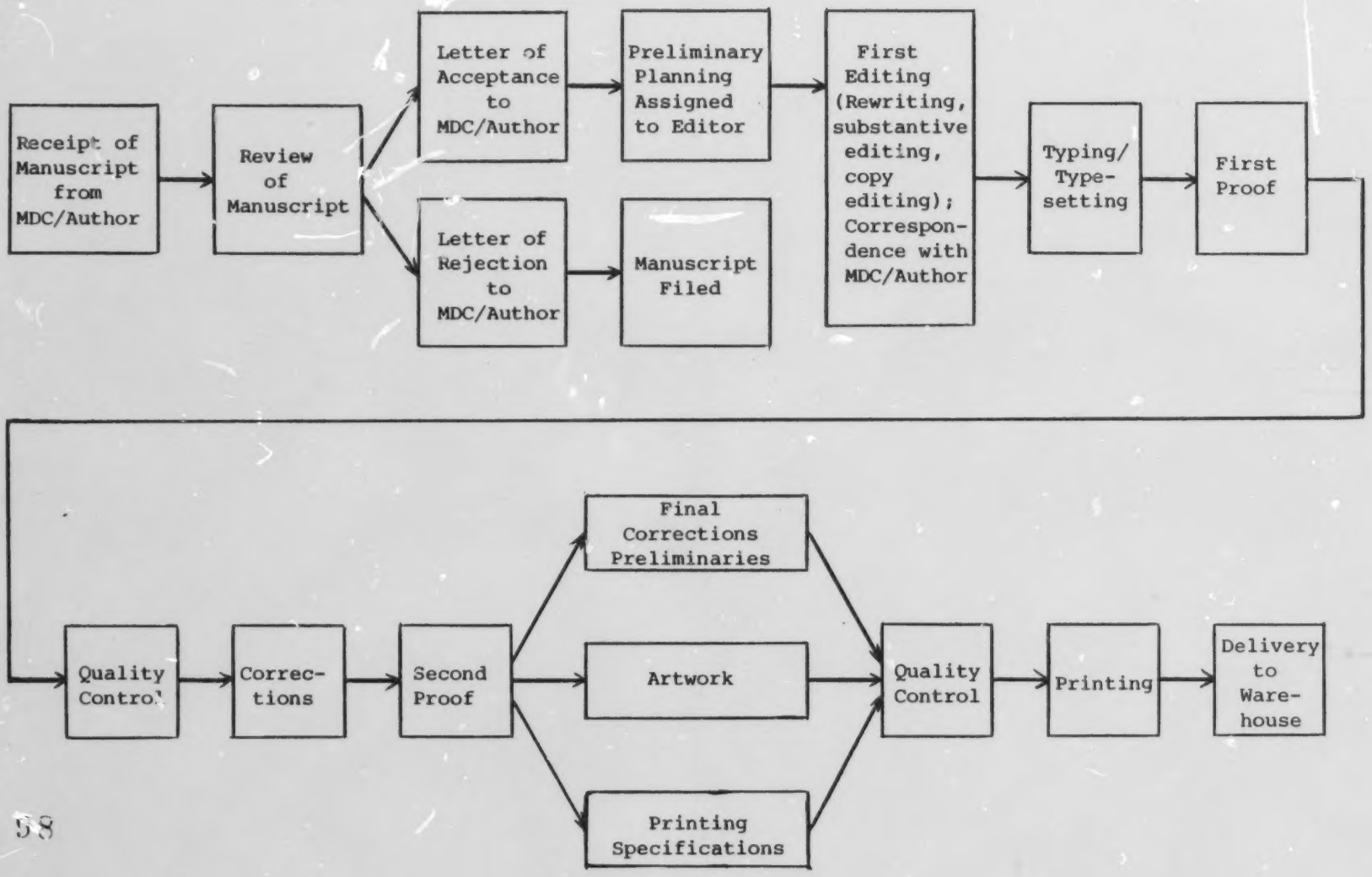
- Editorial preparation - refining and improving manuscripts and readying them for the printer.
- Physical manufacture - arranging for printing and binding with the Government Printing Office (GPO).

Editorial Preparation

The overall publishing process at DAC's includes a minimum of fifteen steps from receipt of the manuscript to delivery of the finished material to the storage point (see Exhibit 16). Most of these steps are editorial in nature involving writers at

EXHIBIT 16

THE PUBLISHING PROCESS AT
DISSEMINATION AND ASSESSMENT CENTERS



MDC's (or others), illustrators and editors at DAC's and personnel at the Government Printing Office. Editing functions get underway at a DAC with the receipt of a manuscript with its origin determining how it is handled.

If the manuscript originated at an MDC, Network regulations require that it be published by the DAC to which it is "editorially attached." An unsolicited manuscript, on the other hand, is first reviewed by an editor or editors to determine its merit. Based on their recommendation, a letter of rejection or acceptance is sent the author. If accepted, this manuscript, with few variations, will undergo the same editorial treatment as one from an MDC.

Accepted manuscripts are assigned by the director to an editor who makes preliminary plans for putting it through the various stages of the editorial process. Ideally, MDC's submit manuscripts to DAC's in camera-ready form for direct transmission to the Government Printing Office. Realistically, not even the most talented writers are able to do that. Members of a developing team are seldom good copy editors of their own materials. Usually, they are so intent on what they want to express in words about the subject, they fail to see the inconsistencies and mistakes of their writing. Consequently, a major part of the DAC workload is editorial, i.e., the improvement and refinement of manuscripts. This point was stressed at the development end through a comment by the director of an MDC to DA staff who stated: "We had many errors in the preparation of text at the beginning because of inexperience, but now we have beefed-up, quality control." At the receiving end, an editor of a DAC observed: "We have to do a lot of editing. MDC staffs do not have enough classroom experience. DAC's are doing a lot of work that should be done by MDC's and TRC's."

Editors in the DAC's have a different function than writers at the MDC's. The work of editors calls for suitable temperament, education, writing experience and editorial flair. In general, editorial flair is an aptitude for improving the writing of others, an ability to see pattern and order in written material, and an instinctive sense of identification with the writers. An editor with these qualifications often makes astonishing improvements in a manuscript even though knowing very little about the subject matter itself.

After the manuscript has undergone the preparatory stage, it is ready for copyediting. This entails examining it for consistency, grammatical errors, clarity of style and factual accuracy. The latter is sometimes called "substantive" editing and it was emphasized to Development Associates by field staff at DAC's that they do little or no substantive editing for MDC manuscripts. For

those coming from other sources, however, it is a major part of copyediting. As this phase of the editorial process moves apace, the assigned editor(s) carries on correspondence and meets with MDC writers to clarify or discuss editorial matters.

On conclusion of copyediting, the manuscript is typed in final form and a first proof is run. This is reviewed by the quality control editor(s), corrections are made, and a second proof pulled. Next, the efforts of the copyeditors, illustrator(s) and production editor converge to ensure that the manuscript is faultlessly complete as to the myriad details including: title page, table of contents, preface, footnotes, illustrations, legends or captions for illustrations, maps and charts, unit or chapter headings, bibliography, glossary and tables and, as a last step after the rest of the manuscript checks out, the index. At this point, the production editor draws printing specifications for the Government Printing Office about the number of pages, trim size, type face, paper, cover, binding, and the number and size of illustrations. Then, quality control makes its last examination of the manuscript.

The production editor is the last person at the DAC to handle the manuscript before it goes to the printer and binder who puts it into final form. This important work is considered next.

Physical Manufacture

Up to this point this discussion has dealt with the writing, testing, editing, and designing of bilingual materials by staff members of the Title VII Centers. It is now appropriate to discuss the only outside agency contributing to the Network development process -- the printer, GPO. At this stage, the Centers have put much effort into preparation of the manuscript. The DAC's now must pay adequate attention to the possible ways in which the manuscript may be converted to a useful and attractive product.

The Government Printing Office

Because the DAC's are publishing materials produced with federal funds, they are obliged to use the services of the Government Printing Office (GPO) which either does the printing or arranges for it to be done. In the regional offices of the GPO, such as Dallas, Texas, and Lawndale, California, or elsewhere in the U.S., camera-ready manuscripts are received from the DAC's (and MDC's for testing editions) and preparations made for composing, printing and binding the edition, after which the manufactured materials are sent to the DAC's.

The GPO plays no part in deciding what to print. It merely does the job requested of it, and gets paid by the DAC. But DA findings show that because DAC's and MDC's cannot solicit printing bids directly, they find themselves somewhat at a disadvantage. As expressed by the director of one Assessment and Dissemination Center, "If we are in a publishing operation, we need to know about and learn cost effective techniques, for example, billing, retrievability of materials, how to determine market. There is an inability to understand costs involved in producing materials."

As developers of materials for bilingual children, the Centers are obviously concerned with the physical appearance of the materials, particularly with respect to the use of color and the quality of paper. From their standpoint, DAC's recognize that not only must their product be substantively sound, it has to compete in attractiveness with the multi-colored textbooks teachers and students are used to getting from the commercial world. Since the vast majority of government printing is black and white reports aimed at adults, it is not difficult to understand why GPO might not be geared to a children's audience. Moreover, for internal reasons of their own, regional GPO's prefer to use paper stock, ink and other items that are on hand rather than arrange for purchases to meet the specifications of DAC's or MDC's.

Payment for producing a specific material is a matter of firm agreement between a DAC and the GPO. The latter, if unable to perform the required services itself, calls for competitive bids from outside printers. These bids are submitted in accordance with GPO specifications (which printers often alter) upon which GPO awards the job. For this service, DAC's and MDC's pay a 6 percent service charge to the GPO over the bid cost. When the job is finished, the materials are sent directly from the printer to the DAC or MDC. In addition to minor complaints about the geographical inconvenience of the GPO's with respect to Center locales, DAC's and MDC's consider the imposition of a third party with its additional cost and administrative procedures as depriving them not only of printing control but important decision-making and professional growth. It is unanimous among the DAC's and MDC's DA visited that they do not receive full value for the 6 percent commission paid to the GPO. Most Centers contend that for the amount of money involved, they could hire a part-time production person to do the bidding. This would give them the advantages of control at lesser cost. As it now stands, DAC's and MDC's cannot return inferior work directly to the printer at their own instigation and as a result are almost without recourse. If a Center receives a defective print job,

it must first enter a formal complaint with the GPO. From there it goes to GPO/Washington. Eventually, the GPO may force the printer to give a rebate; however, the Center may still be stuck with numerous copies full of errors and are powerless to demand corrections.

The GPO's arrange for three basic manufacturing processes on behalf of the DAC's/MDC's:

- Composition - arranging the letters in the form of metal type or otherwise, that are to be reproduced on the printed page to include placement of illustrations;
- Printing - applying ink to paper by use of a printing press and type or other material; and
- Binding - folding and assembling the sheets in proper order and then fastening them together in some way.

Most of the printing jobs for Center produced materials are done by offset. The advantages of offset are that proof of type composition can be combined with drawings, photographs, handwriting, etc., in one operation; and, without having the cost of separate printing or special paper for illustrations. Also, the last stage before making the plate is the production of a film carrying all the images and that film can be saved for reuse if it does not seem worthwhile to save the plate itself.

The normal offset procedure at the printer is:

- Camera Department - the photocopy is photographed to produce a negative; pictures are photographed separately and later stripped into position on the page negative; next, all imperfections in negatives are deleted to make them blemish free.
- Layout Department - the negatives are mounted on masking paper 8, 16 or 32 to each sheet, depending on the trim size of the material and the quantity of copies to be printed; layout is done in this manner so that when the sheets are printed and folded, the pages will be in correct sequence.
- Plate Making - the layout sheet containing mounted negatives is placed on a presensitized aluminum plate; this plate is then exposed through the layout by a powerful arc light which causes the chemicals of the plate to harden, become insoluble in water and receptive to printing ink, whenever the light penetrates the film; the plate is then developed, inspected, and is finally ready for press.

- Press - the metal plate bearing a positive image is bent around the cylinder of an offset press; the portions of the plate that were not exposed to the arc light are kept moist by coming into contact with water-soaked, special paper covered rollers. The exposed parts of the plate, which carry the printing image, repel the water and therefore absorb the ink from the rollers; with each rotation of the cylinder, the inked image is transferred onto a rubber blanket of a lower cylinder, producing a negative image which, in turn, is transferred to the printing paper.

The basic operations that follow the presswork are folding, gathering (hand and machine), cutting and trimming, and lead to one of the following kinds of bindings: saddle stitch, side stitch, sewn (nearly all clothbound books are sewn) and mechanical (wire, perfect, spiral and plastic ring).

Binding is the last job performed by the printer or bindery. The finished materials are then shipped to the DAC where they are put into inventory and readied for the dissemination or marketing phase.

The publishing process in the Network parallels that of textbook publishers in most respects but there are important differences. With respect to authorship, textbook publishers select all their authors while DAC's are obliged to publish materials developed at their assigned MDC's. In effect, although DAC's have some latitude to publish materials other than Network-developed, they are locked into the system.

Editorially, the work of copyeditors in both the commercial and Network process is substantially the same. However, production work arrangements for printing and binding are put into motion by the production editor at textbook publishers. The editor selects the printer and materials that fit the needs of the product to be produced. There is a controlled coverage of costs and a close relationship between publisher and printer. In the Network, owing to the imposition of the GPO as intermediary, this publisher-printer tie is affected to the extent that little or no direct control of the graphic process rests with the DAC's. Basically, this restricts their decision making to the editorial process and allows little opportunity to obtain either the cost or professional experience benefits of dealing directly with printers and binders.

After all the preliminary work by the writers, illustrators, editors, designers and GPO, printed and bound materials at last become available for bilingual students and teachers. How these Network developed materials are stored, handled and transmitted to bilingual classrooms is the subject of the next section.

DISSEMINATION PROCESS

When the printer delivers the finished materials to the DAC's, the dissemination process formally begins. This includes a chain of integrated activities that commences with inventory control and ends when the purchaser pays the DAC. At a minimum, these activities comprise materials handling, market research, advertising and sales promotion, pricing, distribution, and credit and collection. Materials handling is the first step in what is referred to commercially as the marketing cycle. Inventory control is the essence of materials handling but there are other allied functions that also belong in this category. Below some of the most important elements of the dissemination process are discussed.

Materials Handling

As suggested above, dissemination begins with inventory control. DAC's have three basic reasons for establishing a system of inventory control: (1) to reduce internal costs; (2) to increase service to LEA's and other customers, and (3) to protect their most valuable asset -- instructional materials. Properly organized, on a daily basis, inventory control minimizes "out-of-stock" situations. Through up-to-date knowledge about "stock levels," DAC's can schedule reprints with anticipation. Inventory control reveals "slow moving" materials which may not warrant continuance in the publishing program. But of paramount importance, it points up materials with the most movement. Coupled with sales analysis (invoices), inventory control points out those materials with the best market potential. In this sense, inventory control becomes an element of market research

However, the most important aspect of inventory control is that it shows DAC's the dollar value of all the instructional materials in their warehouses. As publishers, this physical inventory of books, films, posters, charts, cassettes, etc., is the DAC's most important asset. Not only must a DAC know its worth for business reasons, but for insurance reasons. If a fire or other disaster were to destroy these materials, the validity of the insurance claim is based on the inventory value of the stock. In summary, inventory control is the "alpha" of the dissemination process and in conjunction with the storage of materials, order processing and fulfillment, constitute the materials handling tasks of the DAC's.

At the time of the study, the DAC's in Fall River, Massachusetts, and Los Angeles, California, were still in the formative stages. Only DACBE (Austin, Texas) had a full-scale publishing operation with a number of years of experience. Therefore, the study

focused almost exclusively on DACBE to get a full understanding of the dissemination process in the Network. Thus, the study staff examined the DACBE materials handling operation and found that all storage, shipping, and billing activities were carried out efficiently. As an indication, purchase orders were usually fulfilled within twenty-four hours of their receipt in the warehouse (see Exhibit 17, DACBE Purchase Order Flow Chart Procedures). With respect to inventory, however, there was no system of control showing the daily movement of titles in and out of the warehouse. Consequently, there was no means to determine stock levels for purposes of reprint other than by visual estimate. The warehouse manager commented to DA staff on the need for additional shelving and materials handling equipment (lift truck and roller-skate unloaders) owing to the expected arrival of new titles. Subsequent to the DA visit, however, this shelving and equipment was obtained for the warehouse and a program of inventory control was initiated by DACBE.

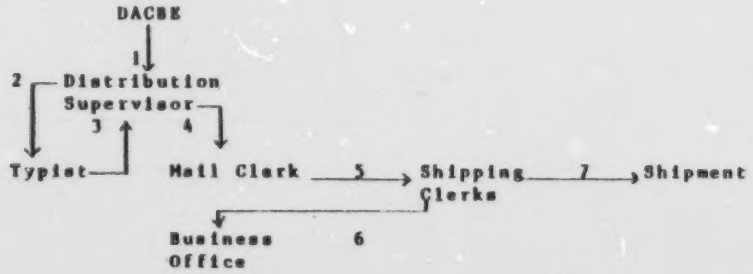
The materials that leave the DACBE warehouse are destined for LEA's and IHE's throughout the country. Market research pinpoints these institutions for the DAC's and enables them to direct their advertising and sales promotion to the markets of greatest potential and need; the DAC efforts in this area are discussed next.

Market Research

In the Network, the needs assessment function is to discover what the bilingual audiences want. The market research function establishes who makes up the market segments and where they are. To know the potential market for their bilingual educational materials, DAC's classify all schools with bilingual programs within LEA's by language, grade, and geographical location including the principal decision makers (teachers, principals, administrators, others). One of the advantages of marketing instructional materials over other kinds of publications is that educators controlling the market are easy to identify and reach personally. Indeed, bilingual market segments are quite readily defined. Provided it is up to date and available, the Title VII, ESEA-Bilingual Education Directory furnishes a description of the nucleus of bilingual education activity (K-12) in the U.S. today. Properly organized in sufficient quantity and with timely distribution, it is probably the most important marketing tool to come out of the Network. Unfortunately, over the years it has not usually been available until the fiscal year is half over owing to the late funding of the Centers and the lack of personnel at OBE to prepare it. Inasmuch as DACBE publishes the directory, once they receive

EXHIBIT 17

SHIPPING AND BILLING DEPARTMENT: Purchase Order Flow Chart*



Procedures for Processing Purchase Orders:

1. PO's are received from DACBE. The distribution supervisor reviews each PO for items which must be cancelled or backordered. Amount of PO is checked for accuracy. Necessary price adjustments are made. Shipping and billing addresses are identified and marked for the typist. PO is checked against Accounts Receivable Ageing Report.
2. PO's are given to the typist who types an invoice for each order. Correspondence pertaining to the order is also typed at this time.
3. PO and invoice are returned to the supervisor who checks invoice for completion and accuracy.
4. PO and invoice are given to the mail clerk who will begin to make distribution of invoice and related correspondence. (See distribution of invoice copies below.)
5. PO and invoice are given to the shipping clerks who collect items ordered and put the items into boxes or envelopes. Packing invoice is enclosed in package. Department portion of invoice is filed in office.
6. Accounting portions of the invoice are returned to the mail clerk. He maintains an accountability log of each invoice processed. These invoices are then forwarded to the business office at the Education Service Center.
7. Packaged materials are taken to either the Post Office, bus terminal, airport, UPS or delivered to local address. First two copies of the invoice are mailed to the customer.

Distribution of invoice - eight copies:
First and Second copies are forwarded to the customer. (Original and Remittance)
Third and Forth copies are forwarded to the business office. (Accounting and Accounting - D.P.)
Fifth copy is maintained in office file along with PO and pertinent correspondence. (Department and Shipping-Billing)
Sixth copy is attached to department copy.
Seventh copy is enclosed in shipment container. (Packing List)
Eighth copy is the backorder copy which is maintained by the supervisor for completion of orders. (Back order)

* DACBE; Austin, Texas

the statistical data from OBE they have an excellent start on developing a national client list. This data is supplemented by information taken from seven years of DACBE invoices to provide an up-to-date list of actual and potential buyers for either personal contact or direct mail selling.

Sales Promotion and Advertising

It is important to realize that merely because newly created bilingual materials come from an OBE research and development program (MDC), they do not automatically inspire user demand. Despite the good quality of the product, there are many reasons why even bilingual educators seemingly in great need for materials are not responsive. In brief, it takes more than simple awareness oriented advertising to convince educators to adopt materials and buy them. In effect, to achieve adoption it is necessary for DAC's to go through five essential steps with potential clients to convince them; and these constitute the basis of the advertising and sales promotional effort. The purpose of these steps is to:

- create awareness of the materials through advertising and sales promotion;
- stimulate interest in the materials through personal contact by field consultants or sales persons;
- permit evaluation of the materials through sampling to bilingual educators;
- await trial of materials by evaluators when necessary; and
- secure adoption and purchase of the materials by the purchasing authorities.

Under the most favorable conditions, it takes a long-term, multi-dimensional marketing effort for DAC's to work through this process. During site visits, DA staff found that the techniques used by the DAC's in advising LEA's about their bilingual materials included the following:

- advertising in professional educational journals and publications of bilingual and language teacher associations;
- sending mail announcements (flyers, circulars, price lists, catalogs) to bilingual officials, teachers, and others;
- exhibiting materials at bilingual meetings and conferences;

- mailing review copies of publications to appropriate bilingual educational journals, national and regional;
- presenting a limited number of free examination copies of materials to key bilingual educators and administrators, the most effective form of educational promotion because it gives them ample time for evaluation and trial; and
- making field consultants calls to groups of bilingual educators and administrators to show them the materials and discuss their merits.

There is no appreciable difference between the advertising techniques used by DAC's and those employed by textbook publishers. The principal distinction is on promotional emphasis. The commercial publisher relies most on the sales representatives who systematically cover prescribed territories throughout the country. The DAC's, having no representatives, depend on direct mail. Furthermore, textbook publishers quite often use field consultants after a sale has been made to assist teachers in the use of materials. The lone DAC field consultant has a more varied responsibility.

The Role of Field Consultant

The single field service consultant in the Network operates out of DACBE. His assignment is to meet with bilingual teacher groups to explain how to use DACBE published materials in the classroom. In addition, he attends conferences and exhibits throughout the country performing "show and tell" sessions about the materials, and at times public relations on behalf of DACBE. The nature of the work is demanding, calling for traveling better than 50 percent of the year. Because this single field service consultant constitutes the extent of the personal sales promotional effort among the three DAC's, the use of direct mail takes on added importance for them.

Direct Mail Operations

Because DAC's have no sales forces and only one field consultant, they rely almost exclusively on direct mail to promote and sell their products. In the absence of organized personal selling, they must depend on direct mail to perform a number of publicity and market-related activities. Among these are:

- reaching all persons who influence instructional materials adoption and purchasing;
- offering examination copies of materials;

- providing customers and prospects with information about materials;
- eliciting inquiries for a catalog or other descriptive literature;
- opening new markets (i.e., procuring new customers);
- maintaining whatever momentum has been built up by continuous advertising;
- educating the bilingual market on the use of the instructional materials they publish; and of most importance,
- selling the materials and collecting payment for them.

Therefore, direct mail is the heart of the Network dissemination process and should be the most efficient and effective operation in the system. To achieve this effectiveness, DAC's organize their direct mail operations around:

- the classified lists they maintain of bilingual agencies, institutions, teachers, and others subdivided as to language, grade, and subject interests;
- the variety of bilingual instructional materials they offer for sale;
- the catalogs, newsletters, circulars, letters and other mailing pieces they send to clients specified above; and
- the process of filling the orders and handling the inquiries they receive (fulfillment).

Functionally, the activities related to these elements cut across the four general work areas of the DAC's, namely, editorial, production, dissemination, and administrative/financial. DA studied the DACBE advertising and sales promotion during three separate site visits. This included review of all the elements of this work described previously.

There was no promotional staff at DACBE. The editors prepared the catalog and other mailing pieces, made arrangements for advertising, and maintained the mailing list. This clearly affected operations as the mailing list in use was out of date and there was no program of systematic mailings in operation.*

*A reorganization of the direct mail operation was in effect at the time of DA's third visit. However, it is useful to point out that the costs of direct mail (paper, postage, printing) have risen significantly over the last three years. Direct mail is no longer an inexpensive method of advertising and selling.

It should be recognized that the level of funding for dissemination determines what can be done. In the Network approximately three times as much is invested in materials development (46%) and in training (40%) as in dissemination and assessment (14%) (see Exhibit 4). In contrast, in commercial textbook publishing a minimum 25 percent of total publishing costs is allocated to marketing. For other kinds of publications this figure rises to between 40 percent to 60 percent. In short, it often costs as much to reach the consumer as it does to create and manufacture the educational product. For this and other reasons, the price of instructional materials is significant.

Pricing

DAC's not only must price materials so they fall within the purchasing power of LEA's and bilingual educators, they must also ensure that these prices cover the costs incident to creating awareness of the materials and moving them through distribution channels. Additionally, DAC's are responsible for the costs of warehousing and materials handling. The DAC's have a unique position in the Network. OBE has authorized them to use the proceeds of their sales as a revolving revenue fund to be used primarily for but not limited to production costs. This revenue is essential to DAC operations for without it they may not have sufficient funds on hand to meet their production schedules.

DA reviewed the DACBE pricing formula which was based solely on the GPO printing and binding costs plus an additional 25 percent for packaging and postage. Exhibit 18 shows the actual 1976 publication cost estimate for Gracejo em leitura, a Portuguese language reader and workbook, and shows the method by which DACBE arrived at all costs of actually disseminating the materials.

Distribution

As indicated earlier, DAC's depend heavily on direct mail operations to distribute their products. At the time of the DA visits, the DAC's had no sales assistance from the other 30 Network Centers and no arrangements for commercial distribution outlets. A key reason for the latter situation is that DAC pricing allows little or no margin for discounts to intermediaries. In effect, these discounts (40-50% off price to the consumer) represent the price paid by a commercial publisher to distributors and booksellers for expanding the marketing effort. Sales representatives and agents receive lesser percentages (10%-20%) in the form of commissions for amounts of

EXHIBIT 18

PUBLICATION COST ESTIMATE FOR
GRACEJO EM LEITURA (PORTUGUESE WORKBOOK AND READER)
(November 1976)

No. of copies ordered	1000
Printing cost	$1499
Cost per copy	$1.50
Add 25% of the cost per copy to cover packaging and postage shown:	
Packaging (5%)	.08
Postage (20%)	.30
Total	$1.88
Suggested selling price	$2.00

*DACBE's pricing formula was revised subsequent to DA's last visit.

products sold. These factors, discounts, and commissions have to be built into the pricing formula as suggested above. In an effort to widen distribution of DACBE's materials, the director advised DA that concurrent with their revision of prices would be a consideration for a discount and commission structure whereby DACBE would try to enlist the services of outside distribution agents.

Credit and Collection

DAC's extend credit to LEA's and receive collections from them in exactly the same way as their commercial counterparts -- textbook publishers. Owing to the budget limitations of LEA's around the country, collections from some of the principal municipal and state governments were excessively delinquent at the time of the DA visits to DACBE. Because DACBE (and the other DAC's) use the proceeds of their sales for production of materials, any undue delay in collections presents financial problems. This is further compounded when OBE funding is delayed or provisionally suspended, an almost annual occurrence owing to the immensity of the OBE proposal and grant effort and/or unforeseen legislative changes. At the time of DA's visit DACBE's business office, aware of the need to maintain a sound fiscal policy, had initiated a system of account aging (60 and 90 days) which showed that collections were both current and well controlled.

In summary, the dissemination process of the DAC's is very similar to that of textbook publishers in some respects but differs markedly in others. Materials handling is basically the same in both systems. In market research the principles are the same but commercial publishers use it primarily to justify a publishing commitment. Most of the advertising and sales promotion activities are used but weighted differently. DAC's depend almost exclusively on direct mail while textbook publishers have a more balanced program with sales representatives as the principal marketing tool. Commercial publishers price their products to cover all costs incident to creation, production, administrative overhead, and marketing plus a profit. DAC's are primarily concerned with recovering printing and binding costs with little or no consideration for other costs. DAC's distribute materials via the mails (or United Parcel Service) and employ no Network or commercial intermediaries. In contrast, textbook publishers either establish their own distribution centers throughout the country or use a system employing distributors and agents based on mutually agreed discount and commission arrangements. In credit and collection practices, both DAC's and commercial publishers use fiscal principles towards the same end -- to assure the availability of funds for reinvestment (DAC's) or reinvestment and profit (commercial publishers).

Any publishing venture in the public or private sector is subject to copyright laws. These laws have a bearing on many aspects of a publication and during visits to 20 Centers of the Title VII Network, it was evident there were conflicting opinions and versions as to how USOE copyright regulations applied to materials developed at MDC's and published by DAC's. As a result, at present very little use of copyrights has been made by the Network. Further information on this is presented in Appendix I.

Thus far, the various technical aspects of Network materials development efforts have been described. The final important related Network function is the training which the Training Resource Centers provide. In Chapter 11 the report shifts to this area.

CHAPTER 11

TRAINING

The Training Resource Centers have responsibility for conducting training activities for teachers, administrators, paraprofessionals, teacher aides, parents, and other persons associated with a program of bilingual education. A primary purpose for their establishment was to facilitate the transition of materials to classrooms. Until FY 1977 there were a total of 16 TRC's, accounting for 40 percent of the funding for Title VII Centers (see Exhibit 4) serving the 515 LEA's with bilingual education projects funded by Title VII. Several thousand individuals attended TRC workshops, training courses, and conferences.

In planning training programs, TRC's make assessments of the needs of the school districts. Prior to planning training sessions, they get in touch with the districts in their service areas either by mail or by telephone to find out which training topics are needed. At these sessions, the TRC personnel usually give participants forms for evaluating the training and for determining additional training needs. Courses and workshops are developed according to the extent and urgency of the requirements.

Although dozens of different topics are presented, the following list from the Midwest Resource Center's Catalog of Inservice Topics FY '77 (see Appendix J for a detailed description of training topics), covers the major areas of training generally provided:

- Evaluation and Testing (5)*
- Parent and Community Involvement (4)
- Curriculum (14)
- Program Development (4)
- Communication -- Affective Domain (8)
- Culture (3)
- Field Testing and Materials Utilization (5)
- Linguistics - ESL (8)
- Legislation (2)
- General (10)

TRC's may cooperate with any institution of higher education to present courses that provide credits toward state certification in bilingual teaching for both preservice and inservice trainees.

Even though instructional materials are only one aspect of training, TRC staffs report that most other topics touch on needs for materials and their use in the classrooms. TRC activities directly relating to instructional materials include training in the use of materials,

*Figures indicate the number of different titles included under that area of training.

and training in locating materials for classroom use and for use by teachers as resource materials. Training is also given in evaluating the materials on their quality and on their suitability. Other areas of training, such as curriculum and testing, also require the use of materials. Still others, such as training in dealing with the community, involve discussions about which materials are to be selected for use in classrooms.

TRC's present materials developed by Title VII Centers, commercial publishers and, sometimes, materials developed in school districts. Comparatively little training is given to participants in the development of materials. Most of this training deals with the production of supplementary materials such as games or flashcards or, in the case of non-Spanish programs, the adaptation of foreign language instructional materials for U.S. classroom use.

Training programs may be held for local, state, or regional groups depending on the extent of the demand. TRC's continuously face decisions that require the balancing of needs of school districts with the resources of the Centers. Urgency of a school district's need, the number of persons needing the training,the geographical dispersion of the districts and the amount of school travel funds all have to be figured into planning on which courses to present. These factors also govern whether they will give them at the school district, at the Center, or at some other facility that is borrowed or rented for training. Some training is held in conjunction with State Education Agencies (SEA's) or Lau Centers. At these sessions, SEA personnel generally address state issues and Lau personnel deal with compliance requirements and with the initiation of bilingual programs. Training has also been held for institutions of higher education (IHE's) and frequently covers preservice and in-service training facilities as well as broader educational issues.

TRC's schedule the presentations of trainers about six months in advance. Elaborate schedules are maintained showing where each trainer will go and what will be taught. These schedules are usually arranged as matricies that encompass all commitments for contact in-house and in the field. Most Centers have their own staff members (nearly all of them come from LEA teaching backgrounds) conduct the training. Some Centers plan and schedule the workshops and conferences, but hire outside consultants to conduct the training sessions. Others have some training conducted by their own staffs but employ consultants for special needs. Use of inside or outside trainers appears to depend on the size of the TRC's budget, its range of activities, and the variety of training requested by the school districts.

MDC's train staffs of the TRC's or their consultants in the use of materials to be pilot tested. The TRC's in turn train teachers in the school districts. However, because of TRC staff limitations, non-Spanish MDC's do more of their own training directly with the school districts both in the use of their materials and in teaching methods for the particular language group.

To summarize, in the Network training is basically the responsibility of the 16 TRC's. Training activities are numerous and evolve from needs assessments made at the LEA level. Programs vary from pre-service to inservice training and are carried out by TRC's alone or in conjunction with other institutions. Despite the array of subjects covered by training programs, instructional materials are only marginally involved. Primarily, training is concerned with materials selection, utilization, evaluation, and adaptation and not with the materials per se.

This chapter on Training concludes the descriptive study of the Title VII materials development process. Adopting a functional approach, DA has traced the logical progression of instructional materials through the Network system. Basically, this may be summarized into five main steps: (1) needs assessment; (2) materials planning and development; (3) developmental testing; (4) publishing and dissemination; and (5) training. It is important to note that as these functional responsibilities are carried out, they shift from MDC's to TRC's to DAC's, eventually culminating with the materials reaching bilingual classrooms. In short, it is an intricate process of many steps requiring well-coordinated planning.

The ultimate recipient of the products and efforts of this process are the LEA's. Their views on the extent to which their needs for materials are met are therefore highly significant. In the next chapter the results of a national survey of LEA's are summarized; a complete presentation of survey results are the subject of Volume III of this study.

CHAPTER 12

SUMMARY OF LEA SURVEY FINDINGS

INTRODUCTION AND SURVEY GOALS

A mail survey of LEA's was conducted to assess the existing needs for materials and the functioning of the Network of Centers from a local education agency perspective. The survey was intended to complement the instructional materials inventory and Center visits. More specifically, the LEA mail survey was intended:

a. To estimate relative demands by school districts for various types of bilingual materials as a basis for answering the policy question: Should Title VII continue to support the production of bilingual materials and if so, which types of materials should be produced?

b. To provide information on how the system of disseminating bilingual education materials and supporting services could be improved from the perspective of their users.

As such, it addressed the following major areas:

- materials that were being used in bilingual education classes;
- materials needed and the extent of the needs;
- services received from Title VII Centers on information, materials, and training; and
- suggestions for improving the system of development and dissemination of bilingual education materials.

OVERVIEW OF METHODS AND LIMITATIONS

The investigation of materials and services for bilingual education programs in local school districts was a one-time semi-structured mail survey sent during September 1977 to bilingual education project directors at local education agencies. A stratified random sample of non-Spanish, Cuban and other Spanish LEA's was chosen to yield approximately even numbers of bilingual education projects funded by ESEA Title VII funds and bilingual education projects funded by other sources. A total of 312 LEA's receiving Title VII funds was chosen from a universe of the 425 LEA's receiving Title VII funds through the Office of Bilingual Education/ HEW during FY 1977.

The 312 school districts with Title VII programs were matched as closely as possible in language and geographical region with school districts not funded by Title VII. Information for selecting non-Title VII school districts was received from State Education Agencies, the National Catholic Educational Association and special census data obtained from the Office of Civil Rights/HEW.

After the initial mailing, several attempts were made to contact survey non-respondents. As a result, a total of 399 (60.4%) of the 661 school districts that had been sent survey forms responded. Of these 284 (71.2%) had bilingual education projects and otherwise were suitable for analysis. They included 173 from Title VII projects and 111 from projects supported only with other funds. With regard to Title VII projects, 60 percent of non-Spanish projects and 54 percent of Spanish projects responded to the mail survey; these are considered average levels of response by most survey researchers.

Various factors combined to impose important limitations on the survey. In essence, the limitations were due to a combination of the diverse nature of the Title VII universe, the highly limited information on the universe of projects not funded by Title VII, and a range of methodological problems inherent in using a one-time mail survey to capture detailed information on a complex topic from respondents who have no legal obligation to participate. However, a qualitative assessment of the responses combined with some limited statistical comparisons of respondents to known characteristics of the universe (e.g., Title VII language categories) suggests that the data reported generally are representative of conditions in the field.

With respect to the survey instrument itself, it was designed to deal with the following areas:

- Characteristics of LEA's;
- Bilingual Education Program Characteristics;
- Materials Being Used in LEA's;
- Sources of Materials;
- Materials Developed by LEA's;
- Bilingual Materials Needed;
- ESL Materials Needed;
- Expenditures for Bilingual Materials;
- Authority for Adopting and Purchasing Materials;

- Services supplied by Title VII Bilingual Education Centers;
- Suggestions for Improving Development and Dissemination of Bilingual Education Materials and Related Comments; and
- General Comments.

Because of the policy implications of the survey goals and the wide diversity of bilingual education projects, an unusually large number of knowledgeable and relevant federal and non-federal agencies, organizations, and individuals were consulted for their inputs into the survey content and its methodology. Four LEA's contacted for this purpose also reviewed draft versions of the survey instrument to verify its practicality and completeness. Following a review by the four LEA's, a pretesting phase occurred by mailing the questionnaire to six additional bilingual education project directors at LEA's not included in the Title VII and Non-Title VII samples selected for the data collection effort.

Based on pretest results, minor revisions in form design and content were made. and the survey form, together with a full justification for its use. were submitted to the U.S. Office of Management and Budget and received approval.

Analyses of survey data were prepared for Title VII and Non-Title VII projects as a whole and for particular language groupings within those categories. The language groups used in analyses were Spanish, Other European (French, Greek, Italian and Portuguese), Asian, Native American, and Other.

SURVEY FINDINGS

The findings of the LEA survey most salient to the scope of this volume pertain to the type of instructional materials in use, the needs for additional materials, and an assessment of the development and dissemination activities of the Title VII Centers.

Materials in Use

The single item reported as most used in bilingual classrooms was a language arts text for elementary grades. Texts were the major type of material mentioned in the Spanish and other European language categories, with fewer of them used in Asian, Native American and Other languages -- probably reflecting the lesser availability of texts in those languages. Language arts was the major subject area of the materials used in most projects although in Asian projects social science and cultural materials predominated. In the other language category there was no predominant subject area.

In all language and funding categories, most of the materials mentioned were for elementary grade levels. This was consistent with the distribution of students with limited English language skills (LELS) in the school districts. Generally, LELS were most numerous in the first grade; the number of LELS decreased in each successive school year.

Most of the items in classroom use for Spanish and Other European languages were produced by commercial sources, with foreign publishers accounting for most of those in the Other European category. The main sources for the other non-Spanish languages were the school districts themselves. Except for Asian Title VII projects, little (less than 5%) of the materials mentioned as being used were produced in the Title VII Network.

Materials were developed locally in over four-fifths of the Title VII language programs and over half the non-Title VII programs. The majority of these materials were teacher or curriculum guides or various types of supplementary materials. Most often they were for language arts at the elementary level. Only the Asian projects produced appreciable amounts of secondary school level materials.

Materials Needed

Most projects reported needing additional bilingual curriculum materials, with the materials most needed being much the same as the major items in use (e.g., language arts texts for the elementary grades). About three-quarters of all Title VII language programs, except those in the Asian language category, reported needing bilingual education materials. The lower number of mentions of Asian needs is probably an artifact of the small number of Asian projects in the sample. Indeed, nearly half the expressed needs from respondents in the Asian and other non-Spanish language categories were for materials in "all subjects," and frequently in all types of formats for all grades. Most of the European and virtually all of the Asian, Native American, and Other language projects reported that the items they needed were unavailable.

Over half the districts responding to the survey had ESL programs that were separate from their bilingual education programs, and over half of these mentioned needing some ESL materials. The materials needed by the bilingual projects were much the same as those already in use. Again, language arts texts for elementary grades predominated. However, in the non-Spanish languages, materials most often were wanted in "all subjects" and, frequently, in all types of formats for all grades.

Consistent with the wide need for materials, virtually all of the Asian, Native American and Other language projects reported that the items they needed were not available. This was also reported by the majority of other European projects, half the Title VII Spanish projects and over three-fifths of the Spanish projects not supported by Title VII funds.

Considering the large amount of Spanish material on the market and the large number of items cited as being used in Spanish programs, an unexpectedly high proportion of Spanish language projects reported needing materials. However, half the Title VII and two-fifths of the non-Title VII Spanish programs reported the types of materials they needed were available but unsuitable. Major reasons for unsuitability were: inconsistency with school curricula, difficulty of language and cultural irrelevancy.

In addition to emphasizing support for development and dissemination of locally produced materials, the respondents' suggestions included the development of more materials in languages other than Spanish, materials which would be more culturally relevant, and materials for secondary school students. They also recommended development and dissemination of evaluations of existing materials and the provision of sample copies to school districts for their review. Finally, many respondents urged more communication and contact among bilingual education projects and between the projects and bilingual education centers through more conferences, workshops and other means of enhancing contact and coordination.

In addition, unsolicited comments regarding improving the present system of materials development and dissemination were provided by about 30 percent of the respondents. Although the most frequently made comments related to descriptions of the respondent's own project or to objections to the large number of requests for information, several did emphasize the need for additional materials, better public relations and improved communications about bilingual education programs.

Title VII Centers

Bilingual education programs reported extensive contact with bilingual education centers, particularly as sources of information and for materials, training, and conferences. Nevertheless, in activities relating to materials, bilingual education centers were considerably less important than other sources. Although a large majority of both Title VII and non-Title VII projects received information from bilingual education centers, commercial sources were a more important source of information about materials for all language groups except Asian and Native

American. As a source of materials, the survey indicated the centers were far behind commercial publishers and distributors* except for the Asian group, and Centers were considered less important than local development for all language groups.

The most wanted additional service from Centers was training in teaching methods. Most other desired services were related to materials and responses were similar to those given to a broader question on what is needed for improving the ways bilingual curriculum materials are developed and disseminated. Project directors wanted more information about available materials and greater access to them. Suggestions included distribution of sample copies, more centralized distribution, display materials at local centers and, especially, support for development and dissemination of local materials. As seen, much of the material in classroom use has been produced in local schools, but most of this material is used only in the district that produced it, with little distributed to other school districts. Besides greater development of local materials, other suggestions included the development of more culturally or locally relevant materials, more evaluations of materials and more materials in languages other than Spanish.

In general, the majority of the suggestions related to the development of materials which are most ethnically or locally specific and to providing more information about existing materials, particularly those that are locally produced. Overall, the survey indicated that there has been considerable contact with the Title VII Centers which was judged worthwhile, but that most of the instructional materials in use as well as information about them were obtained from commercial sources or developed locally. It also indicated that there was a substantial demand for additional materials in a wide variety of languages, grade levels, and subject areas.

DISCUSSION AND CONCLUSIONS

Because of their ramifications for the field, the conclusion section presented in the report on the LEA survey is included here in its entirety. From the perspective of the local school districts, the needs for bilingual instructional materials have not been adequately met. In languages other than Spanish, there is a particularly great scarcity of available materials from any source. Even in Spanish, where many materials have been produced by both commercial publishers (mostly from Spain and Latin America) and Title VII Centers, many needs were cited. The importance of materials developed by local school districts is a further indication that available materials are in some ways insufficient.

*Includes foreign and U.S. publishers and distributors. Most of the material available from U.S. distributors is actually developed overseas.

What can be said definitely about the materials produced by Title VII Centers is that they are not being used widely in bilingual projects. This raises the question of whether the use of Title VII materials is limited because there is some objection to their content or because information about them has not been sufficiently disseminated. That is, is the problem in the materials themselves or in the system of distribution?

The data reflecting the substantial contact between the Centers and the school projects suggest that there has been ample opportunity for schools to learn about the existence of the Title VII materials. However, the responses calling for greater access to materials indicate that the brochures, catalogs, and other dissemination techniques may not be sufficient. Project personnel indicated they want to examine copies of the materials and certainly the promotional efforts of the Title VII Centers do not compare with those of commercial publishers with their large sales staffs.

As for the materials themselves, respondents registered some displeasure with much which has been developed commercially as well as with much of what is available through the bilingual education centers. Although detailed reasons why available materials from these sources are not adequate for projects' needs cannot be obtained from this study, some insights do emerge.

The major qualitative criticism of available materials was that the language used was too difficult. In large part, however, this criticism may have been directed primarily toward the materials produced abroad. Although much of the Spanish and other European language materials were obtained from U.S. distributors, most were actually developed overseas and contained language and descriptions of social contexts which are foreign to teachers and students in the U.S. With respect to the Title VII Centers, as discussed in the report on the Inventory of Bilingual Instructional Materials, relatively little instructional materials have actually been produced. The largest set of such materials has been developed for Spanish programs, but they have been rejected in many school districts for being incompatible with their curricula and overly tailored to the district where their development began. Against these limitations of the existing commercial and Title VII materials, the indications from many respondents that the kind of materials they "needed" were unavailable can be understood.

This, too, may explain why the respondents seem to have been asking that materials be more tailored to their particular area. Much effort has been devoted to developing materials locally and a demand for greater support of these activities was reported. Further, at least two of the three major reasons given for the

unsuitability of available materials -- i.e., inconsistency with the curriculum and cultural irrelevancy -- suggest that respondents want their materials to be more individualized. On balance, the combination of these data and informal discussions with leaders in the field suggest that the demand for individualized materials is due in part to the objective scarcity of generally suitable materials but also in the case of some to the unrealistic expectations of bilingual program teachers and staff.

Regardless of the reason for the demand, however, local development of materials may be the only feasible approach, particularly for the Native American and other smaller language groups. Commercial publishers have shown that they will not undertake production of materials that cannot be expected to provide a substantial volume of sales. Indeed, even for Title VII Centers it has been impracticable to develop a range of materials for each of several language groups.

In spite of the pressures for local development of materials and the apparent willingness at the local level to respond, it may be compellingly argued, however, that because of the shortage of bilingual education teachers their time should not be diverted from the classroom to the development of materials. Further, teachers do not usually have the skills needed to create materials that are of high quality. Indeed, a recognition of this limitation was probably behind the request for more training in this regard.

In conclusion, then, when approaching the bilingual education market in the U.S., both the Title VII Centers and commercial publishers confront a highly diverse set of projects. While there is a demand for materials, the diversity of languages, program curricula and teaching styles make the prospects of filling the demand for most languages impractical commercially and difficult and expensive for the government. It is this basic market reality which explains why so little has been done. Its recognition also suggests a need to consider the most appropriate role and direction for the Centers, for commercial publishers, and for project staff in the years ahead.

CHAPTER 13

SUMMARY OF RESULTS OF BILINGUAL MATERIALS INVENTORY

INTRODUCTION AND INVENTORY OBJECTIVES

The third part of the study of the state of bilingual materials was the Inventory of Bilingual Instructional Materials. The major objectives of this Inventory were:

a. To compile a list of available materials and materials under development;

b. To identify gaps in the Inventory of materials; and

c. To determine the size and nature of the market for bilingual materials.

In implementing the Materials Inventory, the study team conducted an extensive review using secondary sources. These findings were combined with those of the LEA survey and published statistical sources in order to more fully determine needs and estimate potential markets.

In order to achieve the study goals and objectives the bilingual instructional materials focused upon the following:

- review of secondary sources to determine the materials available for each of the 23 languages;
- characteristics of materials being developed or planned by MDC's-DAC's;
- characteristics of the bilingual materials market
  - analysis of the language group and its subgroups
  - review of Title VII and commercial publisher activities
  - conclusion regarding the future development of bilingual curriculum materials

Before addressing the specific findings and conclusions, this chapter first reviews the methodology used for the Materials Inventory.

OVERVIEW OF METHODS AND LIMITATIONS

In order to meet the objectives of the Materials Inventory, the study team completed three separate but related investigations: (1) an extensive review was conducted of numerous secondary sources (bibliographies, catalogs, book lists, and periodicals); (2) MDC's were contacted to determine the types of materials that were being developed or planned, and (3) respondent data from the LEA survey were analyzed, and compared to market size estimates from published statistical sources.

Beginning initially with the review of relevant materials, the study team first developed a set of selection criteria in order to focus the search and achieve results in a cost-effective manner. Materials were selected on the following bases:

- U.S. market materials published in the National Network of Bilingual Centers or developed by commercial sources;
- information which was already available in the Roman alphabet (i.e., in a Romance language or in English through translation or transliteration);
- information on each of four major Inventory entry descriptors (language, subject, grade or grade range, type of material);
- curriculum materials (using the appropriate definition for each language) which were in one of the twelve language groups. This also included accompanying materials such as teachers' guides, workbooks, etc.;
- curriculum materials in two or more languages, one of which was from the twelve groups; and
- professional materials designed to assist teachers in structuring learning situations for prekindergarten and kindergarten; these included items such as teacher's manuals and curriculum guides for prekindergarten and kindergarten, since at these levels curriculum materials are generally meant for teacher use.

In applying these criteria to secondary sources, the study team encountered several problems. Because the bibliographies, catalogs, and other secondary sources were developed by institutions and other publishers, they were designed with the organizations' objectives in mind, which were not necessarily compatible with those of this study. For example, in a number of instances, information on descriptors or grade level was not available. In other cases, the information sources of distributors did not indicate the origins of their listings. However, this approach to developing the Inventory, which was recommended in the RFP, was reviewed in the early stages of the study and determined to be acceptable even though it had the potential of producing gaps in the four key descriptors listed earlier.

Nevertheless, using the selection criteria and sources described above, the study team began gathering the data that would eventually constitute the Inventory. The first step in this process was to complete a 3 x 5 biblio-card for each item selected for inclusion with each biblio-card containing the 16 descriptors listed in Volume III. Information contained on the biblio-cards was then keypunched and computerized. Each entry contained three types of information:

title, four descriptors, and publisher. This information was merged and stored in a data record format which allowed sorting by language, subject, grade, type of material, and alphabetically within these four groupings as well as by publisher and title. The data tapes were processed using several computer packages, with specially written programs for the Inventory format and the statistical profile used to estimate materials needs.

The methodology developed for determining materials being developed or planned called for gathering information from MDC's as well as obtaining data through the cataloging process described in the preceding paragraph. The same selection criteria as those developed for the Inventory were applied. Once the relevant materials were identified, the study team conducted a series of statistical analyses to determine whether materials being developed or planned would, in fact, fill the information gaps identified.

Both the Inventory and materials identified as planned or under development were used to determine materials gaps or shortages. Utilizing a statistical profile of entries, the study team was able to obtain frequency distributions and crosstabulations by title. The crosstabulations were used primarily as a three-way subject by grade analysis for each of the 23 languages. For each language a set of frequency-of-occurrence categories were developed and used to categorize language-subject-grade level of materials in terms of low availability (1-9), medium availability (10-49), and high availability (50+). In turn, the first two categories were reviewed to determine if materials being developed or planned would meet the needs.

A final methodology for estimating market demands used published sources of students in the possible market as well as the LEA study respondent information. As noted in detail in Volume III, the LEA survey data should be viewed with caution in that the survey results are based on a 60-percent overall response rate from Title VII and non-Title VII projects. Although a number of statistical weighting approaches were reviewed and applied, the adjusted weights still appeared to produce unrealistic projections of materials needs. For this reason, weighted data were not used for market estimation purposes.

Despite the methodological limitations described above, the Inventory of Bilingual Instructional Materials produced a considerable amount of statistical and descriptive information that can be used for future planning. Below a summary of findings of the Materials Inventory Survey is presented, beginning with the Materials Inventory itself.

FORMAT AND CONTENT OF THE INVENTORY OF BILINGUAL INSTRUCTIONAL MATERIALS

The Inventory of Bilingual Instructional Materials prepared by the study team is a computer-generated listing of 2,738 entries representing 22 languages (five European, five Asian, nine Native American and Alaskan, one Middle Eastern and two "Others" groupings) and English as a Second Language. In addition, the Inventory lists 1,217 sources for obtaining materials, i.e., Title VII Centers, publishers, distributors, audiovisual producers, and local education agencies. Of these 1,217 sources there are 22 that provided 44.2 percent of all the Inventory entries.

From a statistical analysis of the inventoried entries, the following characteristics were determined:

- the English Language Arts and Language Arts (in a non-English language) were the subjects in which most materials were available (27.1%);
- elementary school materials were more available than junior high school or high school materials;
- within the elementary school category, materials for kindergarten through third grade were most available; and
- textbooks were the most prevalent type of materials (40.4%).

Additional analyses were completed to determine combinations of languages, subjects, and grades represented by the Inventory. These analyses yielded the following information:

- the three largest groups of language-subject materials were ESL-English Language (28.0%), Spanish-Language Arts in a non-English language (18.5%), and Spanish-Social Studies (4.7%);
- excluding Spanish languages, Chinese-Social Studies materials were available in the largest number (2.5%);
- in terms of language-grade combinations, Spanish materials for kindergarten through third grade appeared most frequently (18.8%);
- again, excluding Spanish-grade combinations, the only significant language and grade combination was Chinese-prekindergarten through third grade (3.0%); and
- three-way crosstabulations by subject, grade, and language tended to support the findings noted earlier in this list.

The major findings of this set of analyses was that, except for Spanish and ESL, there were few languages that had sufficient grade or subject coverage in bilingual materials.

CHARACTERISTICS OF MATERIALS NOW BEING DEVELOPED OR PLANNED FOR DEVELOPMENT

In this aspect of the Inventory review, the study team reviewed 193 items of instructional materials either currently in development or whose development was planned by 10 Title VII MDC's-DAC's. These developmental materials had the following characteristics:

- in terms of languages, 39 percent of the materials were in Chinese, 22 percent in Spanish, 12 percent in Pilipino, 5 percent in Japanese, 2 percent in Korean, 1 percent in Vietnamese, and 19 percent in other languages; this indicated activity in Asian materials development;
- materials being developed were primarily texts (70%);
- the subject areas in which materials were being developed were Social Studies (36%) and Language Arts (35%);
- the grade level being stressed most was prekindergarten through third grade (70%);
- in terms of language-grade level combinations, 37 percent of the materials were Chinese-prekindergarten through third grade; and
- the largest language-subject combination was Chinese and Social Studies (28%).

Comparing these findings to those of the Inventory produced several interesting similarities. Excluding Spanish and ESL, Chinese was the most frequent language. Furthermore, Chinese-prekindergarten through third grade represented an area where there was considerably more activity. Including all 23 languages, key subject areas in both investigations in which materials were available were Language Arts and Social Studies.

AREAS OF SHORTAGE IN AVAILABLE MATERIALS

In order to determine areas of shortage, the study team developed three categories for classifying the available materials: low (0-9 inventory entries), medium (10-49 entries), and high (50 entries and above). Based on this classification scheme, only one of the 22 languages was found to have a high level of materials, and three to have medium levels. These were Spanish, French, Chinese, and Pilipino, respectively. All other languages had low or no ratings for every subject and grade combination.

Even within the languages determined to have high or medium levels of inventory entries there were some limitations as follows:

- although the Spanish language was ranked "high," materials were confined to Spanish Language Arts K-6 and Mathematics K-3;
- Spanish materials ranked "medium" were in Language Arts 6-12 and Natural Sciences K-3;
- French materials, ranked "medium" were in Language Arts 10-12;
- Chinese materials, also ranked "medium" were in Language Arts K-6 and Social Studies K-3; and
- Pilipino materials at the "medium" level focused upon Language Arts K-3.

In terms of other ratings, even though English as a Second Language materials received a high or medium rating for all grade levels in the Language Arts, other subject-grade combinations were low. Nevertheless, since Language Arts is the principal subject area of ESL, the study team concluded that LEA's have an adequate selection of available materials.

In summary, despite the high and medium ratings indicated for the four languages noted earlier, the Spanish language, primarily in grades K-6, was the only one that has a large number of materials. The other three languages were, at best, only marginally meeting materials needs.

THE SIZE AND NATURE OF THE MARKET FOR BILINGUAL MATERIALS

A final area addressed by the Inventory study was a determination of the characteristics of the bilingual materials market, which was carried out using a combination of approaches: (1) numerical counts of children in all grade levels, including data obtained through the LEA survey, and (2) quantitative data gathered during the site visits as well as from other sources during the course of the study.

Using these two approaches the study team was able both to approximate the size and nature of the market and to formulate recommendations for future materials development. The summaries of findings for each of these two areas of investigations are presented below.

THE MARKET FOR BILINGUAL MATERIALS BY LANGUAGE GROUP

In order to determine estimates of need, the study team, in part, relied upon the results of the survey of Title VII and non-Title VII projects. However, as noted earlier, because the survey yielded only a 60 percent response rate (which would lead to underestimation) the study team also used other sources in order to obtain counts and

projections of students being served, those of foreign origin, etc. Since this latter approach tends to lead to overestimation, the actual level lies somewhere in between.

Based on the LEA survey statistics the study team concluded the following with regard to the size of the market for bilingual materials:

- the greatest need was expressed for materials for grades K-8, focusing on the lower grades;
- the demand for Spanish language materials was the largest;
- materials were most needed in the Social Studies area, with additional need noted for Spanish Natural Sciences materials (K-6);
- following Spanish, needs were expressed for materials in French and Portuguese; and
- within ESL a significant need was noted for supplementary textbooks.

In tandem with determining the size of the market for bilingual materials, the study team also developed estimates concerning the nature of the bilingual materials market. This part of the study utilized both quantitative data and descriptive information obtained from site visits. Collectively, these data provided the study team with an assessment of the status of materials in each of the language groups under study. Below we summarize the findings for each language.

The Market for Spanish Instructional Materials

As noted in several parts of this report, the market for Spanish bilingual materials by far exceeds that for all other languages. Actually however the Spanish language market involves four distinct groups, Mexican-Americans, Latin Americans, Puerto Ricans and Cubans. Although there are major concentrations throughout the country, the five major markets for Spanish language materials are California, Texas, New York, Illinois, and Florida.

Given the fact that 60 percent of all language minority persons under the age of 19 were of Spanish language background, this language represents the most viable commercial market. Some problems exist, however, because of the geographical and ethnic dispersion of the Spanish population. Nevertheless, of the language groups studied, this was the only one which appeared to provide a likely commercial market.

The Market for French Instructional Materials

There are two major locations for French speaking populations in the United States: in the northeastern states (Maine, New Hampshire, Vermont, Massachusetts, and Rhode Island) and in the state of Louisiana. However, the linguistic and cultural characteristics of these two groups are quite dissimilar. Within New England, the French population has not shown very significant support of the Title VII programs. On the other hand, in Louisiana populated by Acadian French, there is extensive emphasis on the French language. In this state, where French is an official language, French artifacts, culture, and philosophy are preserved. In addition, through the Council on the Development of French in Louisiana (CODOFIL) the state has established cultural ties with Canada and French speaking countries in Europe and promotes language training for French teachers abroad.

In terms of nationwide Title VII participation, there are almost 7,000 Franco-American students within the program. Although there are an abundance of materials covering prekindergarten to 12, many have been imported and, therefore, are not culturally relevant. In addition, these materials are in many cases too linguistically difficult for students in this country. The study team determined that few U.S. publishers produce textbooks for this market, however, some do publish materials for the French Canadian schools. In the Network, a very limited number of materials (3) had been published by the National Assessment and Dissemination Center. The future commercial prospects are slim.

The Market for Haitian Instructional Materials

The largest concentration of Haitians is in New York City, with other substantial populations in Boston, Miami, and Chicago. Haitian children, however, do not speak French but Creole, although French is the language taught in Haitian schools. The predominancy of Creole combined with the fact that many of these children did not attend school in their own country, make them unable to speak, read, or write French with any proficiency. Through interviews with staff at the Lau General Assistance Center in New York, the study team learned that Haitian children needed a complete range of instructional materials. However, given the limited marketability from the standpoint of U.S. textbook publishers, materials needs will have to be met through the support of the Office of Bilingual Education (OBE).

The Market for Greek Instructional Materials

The largest Greek population resides in New York City, with other concentrations in Chicago, Baltimore, Boston, and Cambridge. This language group has achieved a remarkable balance between encouraging their children to learn English and maintaining the Greek culture and language. In terms of the latter, major contributors have been the Greek Orthodox church-school communities. Nevertheless, it has also been the desire of Greek parents to have their children learn English in order to compete and succeed within the larger American society; for this reason mastery of English has become a first priority.

There are currently five Title VII programs serving Greek speaking children. However, there has been no commercial publishing activity in this language group. This can be attributed partially to the thin market and partially to potential production problems arising from the Greek alphabet. Given this, there is very little possibility of commercial publishing in the Greek language.

The Market for Portuguese Instructional Materials

Two-thirds of the students needing Portuguese bilingual materials reside in northeastern New England and the remainder in California. However, these students and their parents have immigrated from Madeira, the Azores, and the Cape Verde islands, rather than from mainland Portugal, which renders their culture and their language different. The language spoken is Crioulo, although Portuguese is taught in the island schools.

The pattern cited earlier for materials for other languages also pertains here. That is, since the majority of instructional materials have been developed in Portugal and in Brazil, they are culturally incompatible with the needs of the students. It should be noted, however, that linguistically the materials are less of a problem. The Title VII programs have been working with Portuguese teachers to adapt some of the textbooks. The survey team concluded that given the relatively small market for Portuguese bilingual materials, interest on the part of commercial publishers will remain low and that there will be a continuing need for OBE to promote publication of Portuguese materials.

The Market for Italian Instructional Materials

There are a large number of Italians residing in the U.S. on the Eastern Seaboard and in Louisiana. However, despite the rather substantial Italian American population (estimated at 24 million) there are only 22 Title VII bilingual projects serving this language group. As was the case with a number of other languages, imported curricula have not proven to be effective for some of the same reasons cited earlier; e.g., cultural and political relevance. The survey team identified materials developed in Italy that were used to teach children of Italians working in Common Market countries. However, since these were designed for Italian children who would be returning to Italy, their content was found to be inappropriate for children in this country.

The need for materials for this language group therefore remains; and given the large number of Italian children entering the country each year, there is expected to be an increase in materials needed. However, since there has been a lack of responsiveness by commercial publishers to the need for materials in French, Portuguese, or Greek, no activity on the part of this industry is anticipated with regard to instructional materials for Italians. Therefore, OBE is seen as the major source for Italian bilingual materials unless a long-range program with commercial publishers can be developed.

The Market for Instructional Materials for Asian Languages

Within the classification of "Asian languages" the study included Chinese, Japanese, Korean, Pilipino, and Vietnamese. These population groups reside throughout the U.S. with concentrations in cities within Hawaii, California, and Washington in the west, as well as in Louisiana, Texas, Maryland, Virginia, the District of Columbia, and New York. Publishing of bilingual materials for these language groups in the U.S. has been negligible. Except for some isolated texts developed by specific school districts, the most significant development of bilingual materials has been by Title VII Asian-American MDC's, who have produced elementary grade bilingual materials and secondary textbooks.

Even though the European language groups described earlier have been fraught with problems, those faced by Asian language groups are even more acute. To begin with, the languages and cultures of these groups are completely different from those in this country. This is compounded by the fact that within the group as a whole there are many languages and language varieties. For example, there are both written and spoken dialects, as well as many local subdialects. Probably with no other language groups do so many cultural and linguistic variables come into play when considering the development of bilingual curriculum materials.

Mastery of these variables sufficiently to write, illustrate, and produce materials is no easy task, and there is a scarcity of people in the U.S. with the requisite skills to do so. Given the highly specialized requirements associated with developing bilingual materials for the Asian languages group, the study team concluded that it is unlikely that commercial publishers will ever become attracted to this market. This being the case, it was felt that OBE would have to provide the funding for materials development over an extended period of time.

The Market for Instructional Materials for Native American Languages

In many instances, the characteristics of the Native American language groups more closely resemble those of the Asian language group than any of the other languages surveyed. This is due to the marked cultural difference between Native Americans and the remainder of the population as well as to the variety of dialects and alphabets among the tribes. For this reason, it would be inappropriate to treat Native Americans as truly a single language group.

Among the 32 Native American bilingual programs, the majority were being operated in Arizona, New Mexico, and Alaska. The largest enrollment group was the Navajo followed by the Cherokee and Choctaw. Beyond these, 24 language groups remained. Using the Navajos as an example, the following materials needs were identified:

- an integrated and comprehensive language arts (core curriculum K-12) with emphasis on reading;
- a social studies curriculum, geography materials, and practical culture books;
- mathematics materials containing Navajo relevant problems; and
- a variety of teacher-oriented materials.

As was the case with the Asian languages, the developmental costs for producing bilingual materials for Native Americans are inordinately high for many of the same reasons; i.e., writing, illustrating, and transcribing. With this group also there is a lack of trained professionals to carry out these tasks. Furthermore, the market is so fragmented that commercial publishers will not become involved. If materials are to be developed support must continue to be provided under the existing Title VII program, with coordination between OBE and other agencies who fund programs for Native Americans.

In summary, the Inventory study results show that, with the exception of Spanish, there is an extensive need for a wide variety of bilingual materials. Furthermore, again excepting the Spanish language group, it is highly unlikely that there will be any commercial publishing involvement in the production of these materials. Even with regard to Spanish, the need for materials is more significant than it first appears. This is true because the various Spanish speaking subgroups have their own particular materials needs. The study team has concluded that given the diverse language groups involved, their different dialects, cultures, and in some cases alphabets, with the exception of the Spanish elementary level, the only realistic response to the need for bilingual curriculum materials is through the Title VII Network.

CHAPTER 14

SUMMARY OF MAJOR FINDINGS AND CONCLUSIONS

The National Network of Centers for Bilingual Education has been operating since 1975. In 1977, thirty-three (33) Centers were operating and $34 million had been spent. Although some progress has been made, as of 1978 the Network had not made any substantial impact on servicing the total bilingual education market. Of 2545 published materials, 116 or 4.6% were Network produced. If one includes 193 Network materials under development, then 309 of 2,738 or 11.3% were Network developed. Perhaps of more significance are the views of Title VIII LEA's who feel that their needs for bilingual instructional materials have not been adequately met by either commercial or Network sources.

In short, the evidence is clear that as yet the Network is of minimal utility in providing materials for bilingual classrooms. There appear to be several reasons underlying the situation. Either information about the materials is not reaching prospective users or the materials are textually deficient in terms of user needs. The lack of information raises questions about the effectiveness of the dissemination system. Objections to content suggest flaws in the development process particularly regarding the methods used to determine what the materials should contain.

While both these reasons likely apply in various situations, it appears that the most significant reason may be that classroom needs are not met by Network materials either. There is some evidence to suggest that issues of relevance and sensitivity aside, there are only a few sets of acceptable integrated core curriculum materials available at any level in any language.* Thus, while materials on language arts or social studies abound, they are isolated and seemingly difficult to integrate into the curriculum. Therefore, although other interpretations are possible, it appears there is a real need for an integrated series of basic language arts, etc., texts that move from Grade 1 to 2, 3, 4, etc.

Development of such series, of course, takes time and there has been very real pressure to produce over the last three years. However, it also appears that the effort has been largely an ad hoc one with little pattern or system discernible.

Analysis of the Network and its relationships with bilingual programs almost inevitably leads to an overall impression of complexity bordering on confusion. Many different groups with significantly different perspectives are involved in the process. Indeed, when judged from the perspective of Network materials in actual classroom use, the conclusion is largely a negative one. Although many factors are

*e.g., SCOC - Spanish (1-4) Language Arts, Social Science, Science/Math, Fine Arts, and Spanish SL Strands; Chinese - (Levels 1-5) Golden Mountain Reading Series; Asian Social Studies Curriculum for Grades 10-12.

involved, it appears that confusion on roles and complication of the production process have combined to make it quite difficult for a set of materials to be developed and actually put into use. This is despite the fact that virtually all involved are working hard to achieve this with great dedication and sincerity.

Although there are clearly differences there are some lessons to be learned from publishers whose products are the result of very carefully planned efforts extending over several years. The publishing activities are highly orchestrated processes that require the participation of the developmental and marketing staff from the outset. The Network has not been able to do this as yet and thus their efforts have not received even the moderate success commercial publishers have had.

Although findings have been presented throughout the earlier chapters of this report, given the complexity of the study, it seems appropriate to discuss within this chapter major findings and conclusions in terms of major study components: Network operation, the status of materials, and the views of LEA's. Findings related to each of these components are presented as separate subsections below.

NETWORK OPERATION

Organizationally, the Network is complex with each of the three kinds of Centers having specific linguistic and regional responsibilities working in cooperation with other Centers. MDC's were linked functionally to DAC's to form an author-publisher relationship and TRC's were assigned to work with particular MDC's and DAC's for needs assessment and pilot testing.

Irrespective of their operations or length of time in service, certain general characteristics applied to the 20 Centers visited. They were all impermanent organizations federally funded, but bound by local protocol, regulations and working conditions which created administrative and operational conflicts related to such matters as personnel practices, reporting procedures, and the like. They competed with each other for grants from the same funding source. This created a situation among the Centers referred to as the "compete and cooperate" complex and was a factor that caused annual concern over funding. Further, every Title VII Center had either regional or national responsibilities although their sponsoring agencies (LEA's or IHE's) were primarily concerned with local educational matters.

In general, the three kinds of Centers adhered to their assigned operational programs. The one important irregularity was that the two MDC's developing materials for teachers carried out the entire development and publishing process in-house rather than working with a DAC. In the case of TRC's, some were not fully staffed for pilot testing. The DAC's were at different stages of development but were following OBE objectives.

As noted earlier, from the standpoint of progress made in the development of special instructional materials for children of limited English language skills, the output of the National Network of Centers for Bilingual Education has not as yet made an impact on the total bilingual education market. The evidence suggests that there is minimal use of Network materials developed for the Spanish language projects (although there are more Spanish materials) as well as those produced for other languages. This situation is, at least in part, attributable to certain characteristics of the Network operation as summarized below:

- Currently there is no formal national needs assessment process and Centers continue to be concerned over the lack of a systematized approach to assessment.

  Although all TRC's and some MDC's had conducted local or regional needs assessments to meet their assigned objectives, national needs assessment was a neglected area. At the national level it was not until 1977 that an organized effort was made to conduct needs assessment systematically using all the collection facilities of the Network. In general, needs assessment for teacher training seemed better organized and developed than that for instructional materials. Another aspect of needs assessment that seemed overlooked was a provision for collecting information directly from the SEA's since they too have information about state bilingual program needs..

- Materials planning and development have not been based on a systematic needs assessment but instead upon materials development projects presented in grant proposals.

  The process by which materials are selected combined with the complicated process of interaction between Network Centers (e.g., MDC's and DAC's) has hampered materials planning and development. There were a minimum of 15 separate steps in the creation, production and dissemination activities of a Network product. Moreover, the process followed an indirect route that involved three kinds of Centers.

- In the developmental testing area, although design testing presented no difficulties, the organizational structure of the Network, geographical distribution and agency protocol contributed to pilot testing problems.

  Pilot testing was a rather complicated process. For even a relatively straightforward pilot test, Centers and LEA's in at least two states were used, each with its attendant protocol and other test related matters. Added to this were the various schedules (often conflicting) of the organizations involved in the testing process. Furthermore, if the needs for culturally relevant materials are as pressing as circumstances in bilingual education seem to suggest, the case for extensive product testing which increases development time may be difficult to support.

Moreover, the pilot testing of bilingual materials poses numerous combinations of variables such as time allotted to each language and to subjects within the languages, the patterns of first and second language usage, and the mix of English dominant students with those having limited English-speaking skills. Consequently, there is some doubt that most developmental testing results in bilingual education are indicative of more than a small percentage of the total classroom population for which the material is intended.

- Publishing and dissemination are hampered by the lack of a formal process for setting priorities and making decisions, coupled with problems related to production, printing, and distribution.

  Although it was difficult to determine the process by which a decision to publish was made, decisions were clearly not the results of systematic national needs assessments. The DAC's as publishers, played no role in the decision making process for materials developed at MDC's and most Network materials were the result of a development program specified in an MDC proposal. The awarding of the grant by OBE implied approval for the suggested materials. Thus, publishing priorities did not come out of an organized national approach although many of the materials were for the K-6 Spanish market, which was logical on the basis of normal student enrollment in school systems. Furthermore, at the outset, the development programs were oriented regionally to Cuban, Mexican-American, and Puerto Rican student groups. This limited the acceptance of these materials nationally which, for example, seemed to be the case with the core curriculum materials produced at the SCDC in Miami with respect to the Puerto Rican market in the Northeast of the U.S.

  In terms of printing, there were additional problems stemming from the requirement that the Government Printing Office (GPO) facilities be used. Because of this requirement the DAC's and MDC's are unable to obtain competitive bids from printing firms, depriving the Centers of an opportunity to learn about printing costs and cost effectiveness. In addition, through use of the GPO the Centers lose control of the physical characteristics of their publications (paper stock, color, etc.).

  In terms of distribution, the study found storage, shipping and billing activities to be efficient. However, there are weaknesses noted in inventory control since there was no system showing movement into and out of the warehouse. Marketing, a major function within the distribution system, relied quite heavily upon the ESEA Bilingual Education Directory combined with information taken from DACBE invoices. However, because of the late funding of the Centers, the directory was usually not available until the middle of a given fiscal year.

From the standpoint of sales promotion, DAC's used a variety of techniques, with a heavy reliance upon direct mail. These included advertising in professional journals, mail announcements, conference exhibits, and providing limited numbers of examination copies. However, only one field consultant was used to call on bilingual educators and administrators in the entire Network. This approach is somewhat different, of course, from commercial publishers who rely much more heavily upon sales representatives for material promotion. In other areas related to distribution, DAC approaches were found to be similar to those of commercial publishers. However, DAC's rely more heavily on direct mail for advertising and price their materials differently, covering little more than printing and binding costs.

- Training provided within the Network is the responsibility of the Training Resource Centers and is a comprehensive system of workshops, training courses and conferences that focus on the transition of materials to the classroom.

  Training is provided by the TRC's after an assessment has been made of the school districts. Sessions cover a variety of topics, many related to locating and using instructional materials. Materials presented during training events are primarily those developed by Title VII Centers, very seldom with those produced by commercial publishers and school districts. Training sessions, provided both by Center staff and consultants, may be directed at regional, state, or local groups with some conducted in conjunction with SEA's and Lau Centers.

Although the Centers are providing a number of useful services, data indicate that they are not fully responsive to user needs. In the strict sense of the word, Centers are not functioning as a "network" with a planned and coordinated effort. The concept of the National Network of Centers of Bilingual Education is still unclear, with Center directors favoring the underlying objectives but with no formalized structure having evolved. This is borne out by the findings of the study's Inventory of Bilingual Instructional Materials which are summarized below.

THE STATUS OF BILINGUAL MATERIALS

In order to ascertain the status of materials the study team utilized secondary sources to inventory existing bilingual materials and conducted interviews with Title VII and non-Title VII programs as well as with other relevant sources in the field, including a mail survey of LEA's and published statistical sources. One product that resulted from these activities was an inventory of bilingual materials, a volume with nearly 3,000 entries. In addition, this report identifies shortage areas of bilingual materials and the materials needs for students

within 23 languages. In preparing this report on the status of materials, the study team gathered background information on the makeup of each language group (written and spoken dialects, subdialects, linguistic fusions, cultural differences, and alphabetical problems). This information proved to be invaluable in projecting the future potential involvement of commercial publishers as well as continued support from the Title VII Network.

Based on the Inventory of materials, the study team concluded the following:

- the language group where most bilingual curriculum materials have been developed is Spanish ;
- Spanish language materials needs are the largest among all of the language groups studied, with Social Studies being the subject area where materials are most needed;
- although three other languages (French, Chinese, and Pilipino) have had a moderate number of materials developed, they do not fully meet the needs for materials by these groups;
- all other language need materials in all subject areas;
- in terms of commercial publishing, only Spanish materials represent a viable possibility... however, even here the Spanish market at the secondary level may not be viable;
- for certain other language groups (French, Haitian, Greek, Italian, and Portuguese) large quantities of materials have been imported into the U.S.; however, these are not linguistically or culturally suited for students residing in the U.S.; and
- because of thin markets represented by language groups other than Spanish, there is minimal possibility that any materials will be commercially published. Therefore, continued support will be required from the Title VII Network if materials are to be developed.

VIEWS OF LEA'S

From the LEA survey it was clear that LEA's infrequently use Title VII materials, although there is frequent contact with the Centers. The types of materials most widely used are those relating to Language Arts texts for the elementary grades and are obtained through commercial sources. It is interesting to note that the Language Arts area is also one where LEA's reported that they need additional materials. Below we list other findings and conclusions reached as a result of the LEA survey:

- except for the Asian Title VII programs, less than 5 percent of the materials being used were produced by the Network;

- in languages other than Spanish, there is a scarcity of materials in all subject areas from any source;
- projects reported a need for additional bilingual curriculum materials;
- in terms of additional services wanted from the Title VII Centers, the one most identified was training in teaching methods;
- in terms of all material available, a major criticism was that the level and use of language was too difficult for the students;
- 80 percent of the materials being used by Title VII programs were developed locally;
- almost all Asian, Native American, and Pacific language projects reported that the items which they needed were not available; and
- although commercially prepared materials were more widely used than materials produced through the Title VII Centers, many respondents registered displeasure with what has been produced commercially.

Overall the scope of this study was extensive and relied upon information obtained from 20 bilingual centers, 399 respondent LEA's and bibliographic search involving thousands of publications in a variety of languages. This review of bilingual materials and processes within the Title VII Network, shows that although numerous functions and services are being performed, the Network lacks functional clarity and, therefore, efficiency. Further, it is clear that LEA needs have not been met and are not likely to be met by commercial publishers, thus there is significant need for Network produced materials although the Network is not presently able to meet them. The Model Management Plan, which appears in the next chapter elaborates on the deficiencies identified and recommends improvements for developing bilingual materials and disseminating them to classrooms.

CHAPTER 15

MODEL MANAGEMENT PLAN

The previous chapters of this report have discussed in detail how the National Network of Centers for Bilingual Education operates, how commercial publishers operate, the status of bilingual materials development and the view of LEA's on the entire arrangement. This chapter presents a Model Management Plan, which seeks to assist the Office of Education in its efforts to bring appropriate bilingual educational materials into classrooms. Although the findings and conclusions in the previous chapter are somewhat negative, the problems are all correctable within the present context. Indeed, it is believed that a solid foundation for the future exists and it is from this premise that the plan proceeds.

Taken as a whole, the major problem is that the Network is one in name only. Further, as with many social and compensatory programs in the last 13 years, it was put together quickly in an attempt to meet a dramatically building need. Not surprisingly, then, the primary problems are organizational, which in turn become operational. Thus, as indicated earlier there is a real problem in producing materials which meet LEA perceived needs, although many high quality materials have been produced.

While it is believed these problems can be resolved relatively quickly, it is clear they cannot be if the present dynamic ad hoc type of situation continues. Therefore, results of the three parts of this study have been used to provide an information base for this Model Management Plan, the purpose of which is to recommend a series of coordinated action steps to the USOE for improving the development of bilingual instructional materials and their dissemination to classrooms.

To assess the development process, the study centered on the roles played by the MDC's, DAC's, and TRC's and their functional interrelationships in the creation and production of materials. With respect to dissemination, the focus was largely on the DAC's and their efforts to disseminate information and materials to the potential market -- LEA's. The management plan then relates these activities to the strategic role of the Office of Bilingual Education.

Before discussing the plan it should be emphasized that the study was not directly concerned with assessing the Program Development Division of the Office of Bilingual Education (OBE) which has direct responsibility for supervising and administering the Title VII Centers. In the course of Development Associates' work, however, there were briefings with the Office for purposes of orientation or clarification of matters concerning the study objectives. These sessions

were highly useful and contributed in great part to an understanding of the study mission. However, since OBE's role is central to the Network's success, as the plan evolved, recommendations and courses of action are offered that have a bearing on OBE organizationally.

Structurally, OBE's materials development program operates at two levels -- strategic and operational. The Division of Program Development in Washington, D.C., administers 33 Title VII Centers located throughout the U.S. The Centers work at the functional level with 14 MDC's dedicated to the intellectual process of materials development (authorship) and 3 DAC's functioning essentially as publishers concerned with editing, production, and marketing as well as coordinators of needs assessment. Sixteen TRC's perform a variety of educational services for LEA's and to a lesser extent for IHE's. To implement these programs, OBE makes grants to host agencies (LEA's and IHE's) from its discretionary funds in support of the three kinds of Centers, that are loosely joined together into publishing combines with geographic responsibilities. Thus, each DAC has MDC's and TRC's associated with it and together they constitute a complete program support group for LEA's in given geographic areas. All Centers taken together with OBE at the head constitute the Network; this can be termed the strategic level of the program. The operational level then involves how each Center functions both individually and as part of their service group. This strategic/operational distinction and their effect on each other is critical to understanding and improving the Network. Thus, the Model Management Plan is presented within this context.

STRATEGIC LEVEL

As a result of a review of information concerning strategic aspects of the Network, there are a number of findings which indicate that some modifications are called for. Most of these findings relate to basic Network operation such as present funding procedures and rationales and the organization of the Network. In the paragraphs that follow we review each of these important aspects of Network operation and make recommendations for changes which lead to improvements.

Funding Mechanism of Title VII Centers

The Title VII Centers are primarily engaged in publishing activities and the provision of technical assistance to LEA's. As organizations involved in the development of instructional materials they require the stability and long-range continuity of their professional staff. Furthermore, those dedicated to delivering specialized services have to establish credibility with their clientele. Since it takes a minimum of three years to

organize an efficient materials development program, without the assurance of long-range, continued funding, a Center is unable to obtain the services of highly qualified personnel, build up a sound level of expertise, or plan future activities.

Presently, the mechanisms through which Title VII Centers are funded contribute little to Network stability and effectiveness. Currently, each Center is funded independently by a grant generally for the period of one year. Although during the course of the study some Centers began to receive multiple-year funding (maximum three years) after the initial year, these Centers still had to participate in the funding process by submitting a new proposal. In effect, every year each established Center regardless of its proven capacity to perform vies with new candidates -- and with all existing Centers -- for financial support from the same source of funding. This has created situations in which MDC's, DAC's, and TRC's that normally function as a service "unit" compete with each other. Then later, at the completion of the funding process, these competing Centers are expected to work together again. Although legal and other considerations will always bear on the funding of Centers and cause certain conditions, since funding sets the entire development and dissemination process in motion, it should be carried out in a way that provides maximum utility of the funds while producing needed materials and services to the recipients. In recognition of these realities, this plan recommends a funding policy for Title VII Centers that includes the following:

- Funding by Contract Instead of by Grant

  This funding mechanism enables OBE to specify the workload of a Center in terms of content, duration, milestones, and interrelationships with other Centers; a grant cedes most of the operational control to the grantee.

- Long-Range Funding

  MDC's and DAC's should be funded for a minimum of three years with options for two three-year renewals to enable them to organize for development and dissemination work on an operational basis that guarantees funding for an extended period and the possibility to employ highly qualified personnel. TRC's should also receive funding for a three to five year period based on their need to establish credibility and to organize the myriad services required by the increasing numbers of LEA's. On this basis contracts should also stipulate minimum performance standards and give OE the right to terminate when standards are not met.

- Development Team Funding

  Consideration should be given to the dependent relationship between Centers to ensure that cooperating Centers functioning as a "development or service team" are funded to meet all the objectives of their joint responsibility and that these Centers do not compete with each other for funding.

- Host Agency Commitment

  OBE should require host agencies to make a firm commitment to the Centers in terms of matching or "in kind" funds over a mutually agreed period of time during and after federal funding to assure OBE of an unreserved pledge to bilingual education.

- Allocation of Available Funding

  OBE should consider modifying the current allocation of funding to invest less in the preparation of materials in the Spanish language and more in the development of materials in Other European, Asian, Native American, and Pacific languages. At the time of the study, approximately 55 percent of the funding supported Spanish language Centers, 13 percent Asian, and 8 percent Native American and Alaskan combined. The remaining 24 percent was distributed among all other language groups (see Exhibit 5). In recent years there has been evidence of increased publishing activity in the Spanish language by commercial publishers but there has been no comparable interest in any of the "thin market" languages for which OBE has a social commitment. OBE should encourage and support this commercial interest and could perhaps offer some inducements to increase the commitment of commercial publishers.

Organization of the National Network of Centers for Bilingual Education

The underlying purpose of the Network was to have been a banding together of the Title VII Centers, perhaps to include LEA's, SEA's, and the Bilingual Clearinghouse, for the purpose of sharing professional experiences and providing input to an overall management system useful to all participants. However, except for the assignment of regional service areas to each of the three kinds of Centers and a few meetings of Center directors, at the time of the study no formalized Network structure had evolved. By far, the greatest number of unfavorable comments by Center directors dealt with concern for the inert status of the Network. Instead of being a viable cohesive force, which seemingly was OBE's intent, the Network meant little more than a name to the majority, if not all of the directors. The study team is convinced that the Network concept properly organized and vitalized, could be the most important strategic tool of management available to OBE.

Although the Network's present structure is depicted as vertical, the assignment of functions and the natural indications of the various centers lead it to operate in a more horizontal fashion. This results in multiple contacts with LEA's, overlap of functions, and a lack of clarity as to LEA needs and how they can be met. There are several possible organizational approaches, all of which have significant policy implications. Indeed, the final structure is not important as long as it adheres to these principles:

- The functions of MDC's and DAC's are intimately linked and should be integrated so as to minimize overlap, maximize communication, and provide a single point of contact with LEA's.

- The functions of the TRC's, while supportive of MDC's and DAC's, are not as directly related to them as they are to LEA's. TRC's should assist in and support the dissemination and use of Network materials and should provide feedback but should not be a direct part of the system.

- All typical publishing functions should be systematically linked together into an efficient system geared to serving LEA's. In this regard, related functions should be grouped as well as languages.

Within this context, the following action steps are recommended:

- Network Executive Committee

  To formalize the structure of the Network, OBE should appoint a seven person executive committee with one representative from each of the following groups: MDC's, DAC's, TRC's, LEA's, SEA's, and IHE's, and the National Clearinghouse for Bilingual Education. The composition of the committee, which should be chaired by an OBE official, should also include one representative from the following language groups: Spanish, Other European, Asian, Native American and Alaskan, Pacific Islands, and English as a Second Language.

  This executive committee would meet initially to establish rules, regulations, and organizational guidelines for the Network. Subsequently, it would expand on this by delineating objectives in terms of the needs of Network members and the authority position of OBE. Of key significance, the executive committee must be programmatically oriented with its primary goal being to increase the overall effectiveness of Network programs. From the work of this committee should come a full understanding of what the Network is trying to accomplish at the strategic and operational levels. It would be expected that such matters as supervisory controls, interrelationships of Network members, lines of communication, and work priorities would also be defined by this group.

Subcommittees should be formed by the executive committee to deal with programmatic matters of national concern headed by executive committee members. The subcommittees would call on specialists to advise them in their work, i.e., commercial publishers, printers, National Center for Education Statistics, federal bilingual program specialists in Migrant Education, Vocational, Ethnic Heritage, etc., and foreign language associations.

Although the foregoing are suggested approaches for vitalizing the Network, the specific approaches selected should produce a systematized approach to managing it that takes into consideration the needs and concerns of the Network membership. The longer formalization of the Network is delayed, the more difficult it will be for OBE to accomplish it owing to the steady increase in the number of LEA's -- the prime reason for the existence of the support services provided by Title VII Centers.

- Consolidation of MDC's

OBE should adopt a policy of consolidation for the Centers, not expansion. Preferably, the MDC's should be reduced in number; however, if maintained at the present level (14) should be reorganized along linguistic lines. Under present conditions, MDC's develop materials in two basic areas, elementary/high school and pedagogical. Some MDC's develop elementary grade materials in one language while others develop intermediate and secondary materials in the same languages. This arrangement is costly and in most instances unnecessary. A single Center, properly organized, can develop materials for any grade level from K-12.

This development work can all be accomplished more efficiently under one roof by having the Centers contract with outside authors and use in-house staff writers as editorial and quality control specialists. Such an arrangement would reduce costs by 50 percent and for OBE would eliminate the need to administer two organizations instead of one. Moreover, this arrangement would facilitate the development of more materials at the same time since more OBE funding would go directly into materials preparation than into the administrative overhead of Centers.

- Realignment of DAC's

OBE should organize DAC's by language. Under the present composition of Network Centers there should be a DAC specializing in Asian languages, a second in Spanish, and a third for other European languages. With regard to other Asian, Native American, and Alaskan languages, the most economical and viable approach would be to add the responsibility of publishing to those of an MDC already working in these languages. These MDC's would then carry out materials development and publishing under one organizational umbrella and provide an overall system of development, production, and distribution tailored to the unique characteristics of these ethnic groups. For example, these groups would then take care of their own needs assessments, develop

and produce their own materials, and promote and sell them to their particular segments of the bilingual market. Additionally, such an approach would enable these Centers to become revenue producing operations which would help them towards a self-sufficient status if federal funds were to expire.

Finally, needs assessment for DAC languages should be operated and organized on a national basis. National needs assessment is an area that has been neglected in the Network system and should be raised to parity with the rest of the development program (see Needs Assessment, below).

- Addition of TRC's

  The activities of TRC's are intimately bound to the service needs of LEA's which have increased in number from just over 400 to slightly above 600* in the last two years. Because of this trend, it is possible that the addition of some TRC's may be justified to maintain an adequate level of service. However, greater expansion in the number of all centers -- TRC's, MDC's, or DAC's -- is not recommended. This type of extensive expansion would create the need for additional supervisory personnel, increased administrative costs, and at some stage, an intermediate management system because there is a point beyond which a large number of entities cannot be supervised and controlled adequately from a central location.

- Supervisory Site Visits by OBE

  OBE should initiate and sustain an unwavering policy of systematic site visits to ensure that all 33 Centers are visited by supervisory or liaison persons from the Washington office at least once during the fiscal year.

In essence, the part of the management plan discussed above seeks to ensure that the number of Centers is limited to those that can provide quality services, be cost-effective, and be easily controlled from a central office. Furthermore, if the present trend to add new Centers each fiscal year continues unabated, there may well be a tendency to satisfy every ethnic group, however small, with an MDC and incur its consequent administrative costs. A more appropriate solution for small language groups might lie in supplying additional funds to LEA's of the same or similar linguistic groups to develop their own materials. Finally, it is axiomatic that once an organization is established and funded there are always compelling reasons advanced by both grantor and grantee to perpetuate it, often in the face of logic to the contrary. Thus, decisions to establish new Centers should be made within the context of a long-term plan, not as an effort to alleviate some short term need.

*FY 78-79

OPERATIONAL LEVEL

At the operational level the study reviewed all important Network functions including needs assessment, materials planning and development, developmental testing, and publishing/dissemination. This management plan synthesizes the results into recommendations relating to (1) creation of materials, (2) their production, and (3) their transmission to classrooms. This process begins with making a determination as to what materials should be developed given verified needs. This and other steps in the publication/dissemination process are discussed below.

Needs Assessment

The study team not only believes needs assessment has been a neglected area in the Network and warrants special attention, but furthermore that elements of market research should be added to needs assessment activities. The study findings reveal that most programmatic needs assessment took place after the establishment of development programs at the MDC's. In effect, until late 1977 no national needs assessment had even been attempted. OBE itself determined the priorities for development by language, grade, and subject or funded MDC's based upon the materials development programs stipulated in their proposals. Moreover, in some instances, OBE arbitrarily assigned MDC's additional languages in which to develop materials and in others took them away. Clearly, the overall materials development program did not evolve from a national needs assessment based plan.

This management plan advocates the establishment of a national needs assessment program to be set up in one of the DAC's, while the other DAC's would concentrate on editing, production, and publishing. The proposed needs assessment Center would organize a national needs assessment and market research program and work closely with the following sources of information:

- OBE for statistical information to be obtained from funded and unfunded proposals on student count by language and grade (this specific information should be made a proposal requirement for all LEA applicants and subsequently be computerized by OBE);
- MDC's, TRC's, and other DAC's to assure their informational needs are met;
- NCES for educational statistics on bilingual students;

- SEA's for student counts on language and grade in Migrant, Vocational, GED High School Equivalency and other bilingual programs; and
- LEA's - for primary source information.

The combined data obtained from the aforementioned sources would provide the basis for an overall Directory of Bilingual Programs which, if computerized, could be updated annually.

Developmental Testing

The pilot testing process is complicated and inefficient, and materials pass through too many action stages involving too many people in different organizations. Because of this, an inordinate amount of time is spent on testing Network developed materials. Many instances were found of materials in the "development pipeline" for 18-24 months. For some languages, particularly those other than Spanish, this could be judged intolerable, knowing that LEA's are pressing for materials delivery as soon as possible.

This management plan proposes to curtail pilot testing as it presently operates and extend design testing to a limited degree (formative product evaluation). This would place all elements of testing in the hands of the MDC that developed the materials with no intervention in the process by other kinds of Centers. The result would be more timely testing and would allow all feedback to go directly to the MDC's for revisions.

As an alternative, however, if OBE prefers to continue the present system, it should stipulate that pilot testing activities be spelled out in the proposals of all cooperating Centers in terms of budget, procedures, language, and product. As it now stands, these specifications are either omitted or are vague. In addition, it was evident that many TRC's were either too understaffed to carry out pilot testing functions or had never really anticipated incorporating them in their program.

A final alternative approach to Network pilot testing is to designate one TRC in the Network as the Testing Center for all bilingual materials. This, however, would not shorten the production timelines which at this point in time is extremely important.

Costs and Production

Given the range of costs involved in producing Network materials there is a need for cost analysis and consultation with publishers to determine ways to economize in all areas of materials development. Under the Network materials development process it is difficult to estimate total costs incident to the preparation and

publishing of a specific material that originated at an MDC and was published by a DAC. To all practical purposes, MDC's do not maintain cost information for development activities reflecting time spent on research, writing, illustrating, and testing.

With regard to DAC's, at the time of this study, only DACBE (Austin, Texas) had sufficient publishing experience to warrant a cost analysis. Although study time did not permit an indepth cost study, valuable information was obtained that sets the stage for future study and provides some guidelines for MDC's and DAC's in approaching the question of cost effectiveness. For example, Exhibit 19 lists the normal publishing expense categories faced by DACBE directly or indirectly through services performed by the host agency. (To a greater or lesser degree, these expenses must also be met by the DAC's in Cambridge and Los Angeles.)

In addition to the publishing expenses itemized in Exhibit 19, one must add MDC development costs to cover research, writing, illustrating, developmental testing, and revision. The combined costs of development and publishing represent the total cost of materials production. It should be emphasized that MDC's as a rule, do not keep development costs on a unit basis. However, during DA's visit to the Spanish Curricula Development Center (SCDC) in Miami, some insight into development costs was obtained. Based solely on salaries for curriculum writers and illustrators, plus the cost of preparing and distributing testing copies, the following costs applied for one curriculum unit of the SCDC core curriculum materials:

Estimated salaries - preparation of materials	$10,500
Estimated salaries - preparation of tests	2,500
Estimated Cost - distribution pilot test materials (standard print run 110 copies)	3,300
Estimated Total Cost of One SCDC Unit	$16,300
Times three units per grade	x 3
	$48,900

An estimate of the DACBE production costs of paper, printing, and binding for one curriculum unit, as above, ranged between $30,000 and $40,000 or an average of $35,000. Based on the combined costs of SCDC-Miami and DACBE-Austin, the following breakdown represents an approximation of the total costs incident to developing and producing (without marketing costs) a one grade-three unit SCDC core curriculum product:

SCDC Development Costs for One Grade Level	$ 48,900
DACBE Production Costs for One Grade Level	105,000
TOTAL COSTS - One Grade Level	$153,900

EXHIBIT 19

Editorial Expenses: Covers salaries and expenses of those within DACBE's own organization engaged as editors, copy editors, and all others assigned to the editorial department. Compensation and expenses of editorial advisors and the cost of outside readers' reports are also reported here.

Manufacturing Department Expense: Covers the salaries and expenses of those responsible for designing the books, handling proofs, ordering paper, printing, etc. In DACBE's case, the commission paid to the GPO.

Selling Expense:

Salaries of those engaged in publicity work, preparing advertising copy and catalogues, mailing and addressing and all other promotional activities.

Travel - All travel expenses of publicity workers to include hotel, meals, fares and automobile expenses.

Space Advertising - All direct costs of advertising done in magazines, journals, newspapers, radio, TV, and other media as well as cooperative advertising.

Direct Mail Circulars - Includes the paper and printing costs of circulars, posters, direct mail solicitations plus the postage for mailing.

Catalogues - The cost of preparing and producing the annual catalogue and seasonal price lists. The cost of mailing is also included.

Cost of Free Copies - The cost of presentation and review copies.

Exhibits and Conferences - The cost of booths, displays, exhibits at meetings and conventions. The travel and per diem expense of the personnel involved should also be included.

Other Selling and Promotion Expense - Salaries and expenses of all other promotion related workers not covered above and any other miscellaneous selling and promotional expenses not previously allocated.

Shipping and Warehouse Expense - Includes shipping and warehouse labor, shipping supplies, freight and transportation charges net of the sum billed to customers, rent of warehouse plus such related costs as heat, light, repairs, and depreciation of warehouse equipment.

Billing and Bookkeeping Salaries - Salaries paid to employees engaged in bookkeeping, accounting, invoicing, and sales analysis.

Administrative and Office Salaries - Salaries and wages of executives and other employees except for pro-rata shares charged to editorial, publicity, or other departments.

Occupancy Expense - Rent, including heat, light, maintenance, and insurance. If facilities are provided at a nominal value by ESC Region XIII, a realistic estimate of the value of such concession should be made. Note: Warehouse occupancy is reported above.

Other General Expense - All other miscellaneous expenses not allocated elsewhere. Among the expenses to be included are the following:

- telephone and telegraph
- travel
- depreciation of office equipment
- collection expenses
- bad debt write-offs
- professional fees
- memberships and dues

The above estimates suggest that a six grade core curriculum publishing project with a printrun of 5,000 would cost $923,400 not including the costs of marketing, administration, market research, etc. Under these conditions, the development and publishing process is expensive, particularly in light of the low printruns.

Given the cost implications of materials development and the size of the investment by OBE there is a significant need for analyzing costs. By any measure, the Network is engaged in large-scale publishing, and every effort should be made by OBE to understand the implications of cost to both the strategic and operational levels of the National Network of Bilingual Education Centers.

In summary, Centers develop materials in one place, test them in a second, arrange for their printing in a third (GPO), and publish them in a fourth. Because of this process, there is no reasonably accurate understanding of the cost of any given material. This plan recommends that OBE initiate cost analyses on the development and publication of bilingual instructional materials in the Network. All Centers involved in the materials development process should be required to establish a system for costing the work for each product. In turn, OBE should maintain a running control of these costs estimating future development costs for budgeting and grant funding purposes. Finally, it would be useful for OBE to have a media or publishing specialist on its staff to coordinate this data as well as to offer technical assistance to the director, other staff members, and the Title VII Centers.

Marketing

Within the Network, marketing is a series of related activities that encompass:

- national market research and analysis;
- product or materials analysis;
- customer (bilingual) analysis;
- pricing and discounts;
- promotion and advertising;
- sales organization and management;
- customer service and order fulfillment;
- product storage and inventory;
- channels of distribution; and
- credit and collection.

Taken collectively, these activities represent the movement of materials (and integrated training processes) from the Title VII Center to bilingual LEA users. However, a review of the way that funds are currently apportioned (Exhibit 4) indicates that for all three types of Centers 46 percent of the funds are allocated for materials development, 40 percent for training, and only 14 percent for dissemination.

This management plan recommends that OBE clearly define "dissemination." If dissemination is understood to mean no more than the flow of informational messages from source to user, the above percentages may be valid. On the other hand, if the OBE intends for DAC's, as their assigned operations imply, to market their output, more funds should be allocated to the dissemination/marketing function.

Further, it is clear from the LEA survey that a more active direct effort to solicit LEA business is required. It is therefore recommended that the field consultant force for each DAC be expanded and they plan and carry out a systematic marketing effort. Initially this could be accomplished from grant funds, but it should ultimately be supported by increasing the prices of materials. The overall objective should be for this force to become self-sustaining.

Features of DAC's

Although common characteristics of Network Centers have been described earlier in this report, the operational uniqueness of the DAC's is especially important, since among the Center types DAC's have a better than average chance of achieving medium or long-range survival.

This is due exclusively to their publishing programs and the consequent revenue DAC's produce. Under the terms of their grants, DAC's are permitted to reinvest such revenue in program-related activities. Even though these reinvestment activities are not spelled out, the terms suggest they be used primarily for reducing the costs of materials. Therefore, with the application of sound business principles over a succession of funded years, DAC's are at least afforded the opportunity to generate an income base that could lead to some degree of self-sufficiency if and when federal dollars terminate. Relatedly, if specific MDC's produce and publish their own product, as a few are now doing, revenues will also accrue to them.

Below, the Model Management Plan addresses DAC operations as they relate to revenue funds and other aspects of DAC operation.

- Revenue Funds

  In effect, revenue funds are crucial to the ongoing and future production of new and reprinted publications. Without this income to complement their requested line item for production in a forthcoming grant, DAC's such as DACBE (Austin) could not meet their production commitments. It is precisely due to this need for revenue funds that DAC's must carefully assess their present publishing and marketing programs. By any measure, DAC's are in the publishing business very much along the

lines of a university press whose role is to publish scholarly works for which, like bilingual instructional materials, there may be a compelling need but a thin market.

This plan, therefore, recommends that OBE formalize a system of reporting and accounting for center generated income. Perhaps this should start with the grant (or contract) itself specifying that funds be maintained in a separate account and that a record of their activity be made available to OBE in a special quarterly report or in conjunction with existing reporting procedures. Aside from a prudent fiscal control point of view this information is essential to both the grantor and the grantee. On the one hand, the DAC's (MDC's) should have a monthly knowledge of their income for a variety of local needs and particularly for production. On the other, OBE should use the revenue information not only as a guide to the success of the marketing efforts but, more importantly, to gain a better understanding of the production and other budget-related needs of the Centers in question.

- Production and Income

There is an intimate relationship between production and income in the DAC's which also has implications for the marketing process. This can be exemplified by examining the position of DACBE (Austin) vis a vis SCDC (Miami). Under the existing grant conditions, DACBE is obligated to produce, publish, and market SCDC materials. Subjecting these core curriculum materials, originally designed to serve the needs of Dade County, to sales production analysis presented DACBE with a perplexing problem. A 14-month analysis of DACBE's sales to the Dade County School District taken as a percentage of DACBE's total national sales (see Exhibit 20), found Dade County purchasing 34 percent of the DACBE output. From a review of the DACBE invoices for that same period of time, 95 percent of the Dade County purchases appeared to be SCDC materials.

An initial conclusion might be that it is good for a single client to purchase such a large percentage of the overall sales. However, in DACBE's case it is precarious because they are not just selling to Dade, they are also locked into producing for Dade (i.e., SCDC). To DACBE, the most serious aspect of the SCDC relationship was the drain SCDC materials put on DACBE's production funds. This was not only attributable to the large number of components (192) that made up the SCDC units, but also to the storage space they occupied because they were not selling elsewhere (see Exhibit 21).

At the time of this study, DACBE had 93 titles pending publication, of which 80 were SCDC components. Given to the production costs for SCDC materials, namely an average of $35,000 per unit, three or more units to a grade, they would have exhausted DACBE's local and federal income and paralyzed all other production. This situation appears to be imposing an undue burden on DACBE and could occur at another DAC.

EXHIBIT 20

ANALYSIS OF DADE COUNTY SALES TO TOTAL DACBE SALES

For Period of September 1976 - October 1977

1976	TOTAL DACBE SALES	DADE COUNTY SALES	% Dade
September	$ 22,846.44	$ 2,280.00	
October	6,996.84	--	
November	26,260.92	24,711.50	
December	26,605.94	16,167.90	
1977			
January	31,574.60	23,184.85	
February	21,984.20	1,535.50	
March	15,725.44	5,664.20	
April	6,473.26	3,328.20	
May	20,811.73	723.90	
June	28,959.00	3,752.00	
July	17,428.42	15.00	
August	32,692.46	8,449.50	
September	44,205.62	8,870.00	
October	69,916.83	26,500.00	
TOTALS	$372,481.70	$125,182.55	34%

EXHIBIT 21

DACBE BILINGUAL MATERIALS PRODUCTION COSTS

	FEDERAL	LOCAL*	TOTAL
1972-73	$ 40,717.70	$ --	$ 40,717.70
1973-74	152,731.52	--	152,731.52
1974-75	158,703.81	87,608.15	246,311.96
1975-76	175,216.69	46,754.71	221,971.40
1976-77	138,672.05	187,053.55	325,725.60
	$666,041.77	$321,416.41	$987,458.18

COMPARISON OF DACBE SALES TO PRODUCTION COSTS

	DACBE PRODUCTION	DACBE SALES
1972-73	$ 40,717.70	$ 20,650.67
1973-74	152,731.52	104,450.90
1974-75	246,311.96	189,051.47
1975-76	221,971.40	288,228.42
1976-77	325,725.60	258,359.25
1977-78+	115,781.15	176,176.89
	$1,103,239.33	$1,036.917.60

+ As of 3/31/78

*ESC Region XIII/DACBE Revenue Fund

Current Inventory on Hand: 385 Titles as of 2/17/78
Scheduled for Production: 93 New Titles#
478

80 SCDC Titles
13 Others
93 Total

This management plan recommends that OBE rectify this situation by requiring SCDC to furnish a purchase order to DACBE from Dade County simultaneously with the request for production. With a firm order in hand for meeting Dade's needs, based on past sales analysis DACBE could make a reasonable printrun that would protect its production funds and enable it to meet the estimated needs of the rest of the bilingual market. This should also be done for any other similar situation at all DAC's.

- DAC Sales

Of the three DAC's, only DACBE had a sales history; therefore, the study focused on the growth and development of DACBE as the only valid case study. The other two DAC's (Cambridge and Los Angeles) were in relatively formative states, and although much was learned about their early operational problems, their marketing was little more than embryonic. DACBE therefore, presented the only useful track record.

Since its establishment in 1971, DACBE (which predates the Network) has had a bilingual publishing program that has shown an even pattern of growth. Its present list of bilingual publications (3/31/78) totals 385. Of these, 192 are components of the five strands of the SCDC core curriculum program for grades 1 through 4 cited previously in this report. From initial sales of $15,000 (see Exhibit 22), DACBE has had steady and at times marked annual increases. It is their estimate that sales will exceed $300,000 for FY 1977-78. In short, for its seven years of operations, DACBE has sold just over a million dollars in bilingual instructional material to programs in the U.S.

Thus, DACBE is still growing. The size of the present DACBE catalog qualifies it as one of the leading U.S. publishers of bilingual instructional materials. At the same time, DACBE is now confronted with specific internal and external factors (caused by growth) which call for operational analysis and reorganization to assure continued success. Eventually, the other DAC's will face similar growth problems. This plan therefore recommends that OBE carefully monitor DACBE as it faces growth both to assist DACBE and the other DAC's as they reach the same stage.

- The Marketing Cycle

As indicated earlier, the marketing cycle begins for DACBE (and other DAC's) when they receive instructional materials from the printer and log them into inventory. It ends when these materials pass through a series of activities that take them to the LEA which finally pays for its purchase. For marketing to be successful, proper controls, records, and sales data reflecting this chain of operations must be available to DACBE management on an up-to-date systematic basis. Although it may be held that advertising, promotion, and selling are the main ingredients of a marketing plan, these will not be effective if the more routine roles (i.e., inventory control, order processing, credit, and

EXHIBIT 22

DACBE BILINGUAL MATERIALS SALES

1971-72			$ 15,284.82
1972-73			20,650.67
1973-74			104,450.90
1974-75			189,051.47
1975-76			288,228.42
1976-77	September	$ 22,846.44	
	October	6,996.84	
	November	26,260.92	
	December	26,605.94	
	January	31,574.60	
	February	21,984.20	
	March	15,725.44	
	April	6,473.26	
	May	20,811.73	
	June	28,959.00	
	July	17,428.42	
	August	32,692.46	
	Total		$ 258,359.25
1977-78	September	$ 44,205,62	
	October	69,916.83	
	November	12,554.94	
	December	10,652.41	
	January	13,834.61	
	February	25,031.73	
	Total		$ 176,196.14

Total Sales 1971-72 to February 28, 1978 ..... $1,052.21.67

MONTHLY SALES COMPARISON 1976-77 and 1977-78

	1976-77	1977-78	+ or -
September	$ 22,846.44	$ 44,205.62	+ 21,358.98
October	6,996.84	69,916.83	+ 62,919.99
November	26,260.92	12,554.94	- 13,705.88
December	26,605.94	10,652.41	- 15,953.53
January	31,574.60	13,834.61	- 17,739.99
February	21,984.20	25,031.73	+ 3,047.53
	$136,268.94	$176,196.14	+ 39,927.10
April	6,473.26	--	--
May	20,811.73	--	--
June	28,959.00	--	--
July	17,428.42	--	--
August	32,692.46	--	--
Total	$242,633.81		

collection) are not functioning efficiently. In essence, successful marketing or dissemination involves a team effort which embraces more than just the requisite need to reach bilingual decision makers and convince them to adopt a DACBE product.

DACBE is the senior DAC. Its performance will do much to set the pace and pattern for the emerging DAC's and those yet to be funded. This plan suggests that OBE should be mindful that DAC's, if not directly competing with commercial publishers, must at least compete in the same marketing arena, albeit with limited resources. Thus far, DACBE has attempted to meet the challenge. However, it cannot serve either its best interests, those of its clients, or those of the Network unless it has the proper marketing tools. In summary, the DAC's must organize along the lines of sound business principles with the full support of OBE.

- Promotional Staff for DAC's

Curiously, in the 20 Centers visited by DA not one staff member had the title or specific function of either a sales person or a promotional specialist. The Network sales force is composed of a single field consultant on the DACBE staff. Until there is a realization of the need for a commitment of personnel to the national dissemination effort of the DAC's, it will not be very effective. At the operational level, it should be stressed that no matter how well other promotional means are used (i.e., direct mail, space advertising), there is really no good substitute for personal calls by DAC representatives on bilingual schools, school districts, and libraries.

Moreover, field visits by representatives must be on an organized systematic basis whereby these persons cover a prescribed territory on a frequency call basis. In addition, central to any marketing program is an adequate staff of specialized workers in such areas as advertising copy (writing to sell), direct mail activities, and sales analysts. Therefore, this plan recommends that at the strategic level, OBE employ a marketing specialist to work at the national office in Washington. This media person would not only act as advisor to the director and staff but serve as a resource person for the Center. In addition, the plan recommends to OBE management that consideration be given to arranging funding for promotional support personnel.

- Market Research-Sales Records

As a final marketing recommendation, the plan addresses information that is highly important to the total dissemination mission of the Network, sales analysis and research. Efficiently organized, the accounting departments (business offices) of DAC's can be turned into an intelligence agency for both the DAC's themselves and the OBE. Their records should show details not only about total sales, income, expenses, etc., for each product, but also valuable information about:

- sales trends of materials in specific geographic regions;
- the performance of field representatives;
- the growth or decline of DAC sales; and
- the growth pattern of each client.

This management plan recommends that if the DAC's have access to a computerized system, consideration be given to devising a program that provides the information listed above on a computerized basis. If no computerization is available, the plan recommends that the work be done using a manual system. This system would require making extra copies of invoices and sorting them by hand in several ways: by subject matter of books, by schools; etc. In effect, a start could be made toward market and sales analysis. If this information were channelled on a regular basis to OBE by the DAC's, the former would have a complete and up-to-date picture of product dissemination in the Network. And if OBE organized a similar system of routine reporting on the status of materials in the MDC production pipeline, it would have a complete picture of the product development activities of the Network.

- Shared Risk Program

The last recommendation of this Model Management Plan is that OBE examine the feasibility of devising a shared risk program for developing bilingual instructional materials in cooperation with commercial book publishers. The objective would be to promote original writing or translation and adaptation of existing materials through the establishment of a revolving product development fund. OBE would make the fund available to qualified commercial publishers and university presses through MDC's, DAC's, or directly from OBE, Washington. As a suggested mechanism, the Centers or OBE would contract with publishers for a mutually agreed amount for such development costs as:

- market or linguistic research;
- writing and editing;
- illustrations and films; and
- translation and adaptation work.

No rotating funds would be given for production or marketing costs, and a reasonable number of free copies would be available to the OBE Network as samples. Publishing and marketing of the resultant products would be the responsibility of the publisher. There is precedent for this kind of public/private sector arrangement in other federal programs. In this regard, it is recommended that OBE make a careful study of the NDEA Title VI publishing program to obtain a sense of the efficiency of that operation in turning out many foreign language publications simultaneously with a minimum of administrative overhead. Additionally, the formerly operated AID Regional Technical Aids Center program of technical and scientific book publication also warrants study to see how effectively the commercial and public sectors can work in publishing projects to meet special needs.

Apropos of seeking private cooperation or collaboration, this plan suggests that either OBE, a DAC, or perhaps the National Clearinghouse for Bilingual Education should establish an alert service to publisher, distributor, and bookselling organizations (as well as to selected educational publishers) presenting them with the facts about materials under development on a routine (monthly or quarterly) basis. The book industry will then be aware of products eligible for copyright in the early or pre-development stages of Network materials. An informational program of this kind would render invaluable service to the materials development objectives of OBE.

A news release in Publishers' Weekly of October 23, 1978 is in keeping with these recommendations because it is opportune; the full text is presented below.

U.S. MUST CONSULT PUBLISHERS

Publishers never produce instructional materials without consulting curriculum experts. But the federal government has given hundreds of millions of dollars each year to colleges, universities, and other nonprofit organizations to develop curriculums and learning materials without consulting publishers. These materials are supposed to be published and disseminated. But often they aren't because publishers find them unacceptable.

Urged by the Association of American Publishers and the Association of Media Producers, Congress has now taken steps to correct this situation. House-Senate conferees adopted an amendment to the Education Amendments of 1978 designed to include commercial publishers in the development and dissemination of federally sponsored instructional materials. The amendment requires the Commissioner of Education to encourage developers of these materials to consult with commercial publishers and pay publishers consultation fees. Moreover, it makes it mandatory that contracts for publication and dissemination be awarded competitively to public and private organizations "which can best assure" that they "will reach the target populations for which they were developed."

FURTHER RESEARCH

One of the consequences of this study is an awareness of the need to press further with investigations about bilingual instructional materials. Despite the detailed information in this report, there are many instances in which additional probing could provide useful information. Materials development and production cover a wide range of technical and media subjects. Because of the parameters of this study, some were not included and others were only touched upon lightly. As a result, there are many questions yet to be answered, and this study is useful as a means of identifying some topics and questions for further investigation.

Such research may be roughly grouped into two non-mutually exclusive categories: research which examines more intensively the topics covered in this study and research which extends the present investigation by examining areas not covered by it.

This was the first national study dedicated to the general state of bilingual instructional materials. As indicated above, there are many specialized areas requiring closer examination. These include:

- needs assessment, market, and linguistic research;
- coordinated study of all federal programs involved in bilingual programs, e.g., Title VII, Migrant, Vocational, Adult, Ethnic Heritage;
- bilingual curricula standards and norms;
- public and private sector cooperation in the provision of technical assistance in development and production; and
- cost analyses-administrative, development, production, and marketing.

In addition to the aforementioned areas, which are closely allied to this study, there are two demographic factors that will have a bearing on bilingual instructional materials. Both of these relate to immigration. The first has to do with the cut-off of Task Force funds for the education of Vietnamese children. This probably portends greater responsibility for Title VII to meet the needs of these children heretofore attended to by the Task Force. Second, is the steadily increasing immigration -- both legal and illegal -- from Mexico and Central America into the U.S.. This has important implications as to future informational and instructional materials.

In summary, there are a number of recommended refinements, modifications, and extensions based on the study. In addition, although many aspects of materials development have been covered by this effort, there remain other areas that should also be examined. These were noted earlier in the discussion concerning future research and will perhaps provide the impetus to additional study.

Finally, in suggesting Courses of Action for the Office of Education and in particular OBE, it should be emphasized that these recommendations are presented with the realization that there are other alternatives. Thus, these recommendations are not intended to provide a conclusive set of steps but rather a constructive framework for action which will help to improve the overall effectiveness of Title VII Network programs.

APPENDICES

TABLE OF CONTENTS

APPENDIX A. List of Persons Contacted During the Bilingual Study

APPENDIX B. Interview Guides

- Materials Development Centers
- Dissemination and Assessment Centers
- Training and Resource Centers
- Lau Centers

APPENDIX C. Guide for Interviewing Publishers and Distributors

APPENDIX D. Local Education Agency Questionnaire

APPENDIX E. List of Title VII Centers

APPENDIX F. Sample of Biblio-Data Cards

APPENDIX G. Publisher's Questionnaire

APPENDIX H. Sample of Needs Assessment Form Used by the National Bilingual Resource Center - University of Southwest Louisiana (Lafayette)

APPENDIX I. Copyright Procedures

APPENDIX J. Midwest Resource Center - Catalog of Inservice Topics - FY '77

APPENDIX K. Alternative Network Organization

APPENDIX A

LIST OF PERSONS CONTACTED DURING THE BILINGUAL STUDY

LIST OF PERSONS CONTACTED
DURING THE BILINGUAL STUDY

OFFICE OF EDUCATION

Dr. John C. Molina, Director, Office of Bilingual Education
Mr. Rudy Cordova, Office of Bilingual Education
Mr. Rudy Muñiz, Office of Bilingual Education
Mr. Robert Kelly Acosta, Office of Bilingual Education
Mrs. Marie Emery, Office of Indian Education
Ms. Mary Swazo, Office of Indian Education
Mr. Lloyd Gaskins, Office of Indian Education
Mr. Harvey Jacobs, Office of Indian Education
Ms. Judy Lyons, Office of Indian Education
Ms. Diana Loper, Office of Indian Education
Dr. Herman R. Goldberg, Associate Commissioner for Equal Opportunity Programs
Mr. Elton Ridge, Equal Opportunity Programs (Lau Centers)
Mr. Sherill McMillen, Division of Vocational and Technical Education
Mr. John H. Rodriguez, Associate Commissioner for Compensatory Educational Programs
Mr. Richard L. Fairley, Division of Education for the Disadvantaged
Mr. Vidal A. Rivera, Chief - Migrant Branch
Mr. Lee E. Wickline, Director - Refugee Assistance Task Force
Mrs. Julia Petrov, Title VI NDEA Office

NATIONAL INSTITUTE OF EDUCATION

Dr. Michael O'Malley, Senior Research Assistant
Dr. Jose Vasquez, Chief - Multicultural/Bilingual Division

OFFICE OF CHILD DEVELOPMENT

Ms. Soledad Arenas, Bilingual Coordinator

BUREAU OF INDIAN AFFAIRS

Mrs. Evelyn Bauer, Education Division

CENTER FOR APPLIED LINGUISTICS

Dr. William Leap, Native American
Dr. Gilbert Garcia, Bilingual
Mrs. Allene Grognet, Indochinese
Dr. Tracy Gray
Dr. Hood Roberts
Ms. Rosemary Tripp

ORGANIZATION OF AMERICAN STATES

Mrs. Marietta Daniels Shepherd, Chief Librarian
Ms. Martha Tome, Department of Educational Affairs

NATIONAL CATHOLIC EDUCATION ASSOCIATION

Ms. Rhoda Goldstein, Membership Division

LIBRARY OF CONGRESS

Ms. Lenore S. Maruyama, Network Development Office

UNIVERSITY OF MARYLAND

College of Library and Information Services
Mr. Hans Wellisch, Associate Professor

PROYECTO LEER

Ms. Ruth Thomas, Director

MCGRAW-HILL BOOK COMPANY

New York, N.Y.
Mr. Connie Schmidt, Director - English as a Second Language and Foreign Languages

REGIONAL BILINGUAL TRAINING RESOURCE CENTER

Brooklyn, N.Y.
Mrs. Carmen Velkas, Director

THE MACMILLAN COMPANY

New York, N.Y.
Mr. Harry Most, President
Mr. Jack I. Mills, Senior Vice President

LITTON EDUCATIONAL PUBLISHING COMPANY

New York, N.Y.
Mr. Don Eklund, President - American Book Company
Mr. W. Leland Northam - Marketing Director (International)
Ms. Nancy Thomas - Editor, English as a Second Language

LAU GENERAL ASSISTANCE CENTER

Teachers College, Columbia University, New York, N.Y.
Dr. Clara B. Velasquez, Associate Director

REGENTS PUBLISHING COMPANY

New York, N.Y.
Mrs. Gloria de Aragon Andujar, Vice President - Bilingual
Mrs. Teresa Mlawer, Vice President - Marketing

NORTHEAST CENTER FOR CURRICULUM DEVELOPMENT

Bronx, N.Y.
Ms. Aurea Rodriguez, Director

HARPER & ROW PUBLISHERS

New York, N.Y.
Mr. Robert J. Laronga, Director of Product Marketing - School Department
Mr. Robert S. Baensch, Vice President - International Division
Mr. Wenceslao Ortega, Marketing - International

LOCAL EDUCATION AGENCIES

Ms. Marie Shiels-Djoudi, Arlington County Public Schools
Ms. Gloria Frank, Montgomery County Public Schools
Dr. Maria Wilmeth, Fairfax County Public Schools
Mr. Hernan LaFontaine, New York City Board of Education

APPENDIX B
INTERVIEW GUIDES

- MATERIALS DEVELOPMENT CENTERS
- DISSEMINATION AND ASSESSMENT CENTERS
- TRAINING AND RESOURCE CENTERS
- LAU CENTER

MATERIALS DEVELOPMENT CENTERS
INTERVIEW GUIDE
FOR THE
NATIONAL BILINGUAL NETWORK
ADMINISTRATIVE DATA

1. Name of Center
2. DAC MDC RC
3. Street Address
4. City
5. State
6. Zip Code
7. P.O. Box
8. Project Director
9. Area Code/Telephone Number
10. Center Affiliation (University, Consortium, etc.)
11. Founding Date of Center
12. Languages Served
13. Geographic/Regional Responsibilities
14. Calendar of Operations or Academic Year
15. Federal Budget FY 1976/77
16. Other Funding-State-Municipal
17. Physical Plant - Briefly describe space and conditions in terms of number of rooms/square footage, appearance of exterior/general locale

_____

_____

18. Obtain Photos if Possible
19. Organization Chart
20. Flow Charts
21. Evaluation Report
22. Job Descriptions Checklist

- ☐ Project Director
- ☐ Assistant Project Director
- ☐ Administrative Assistant
- ☐ Administrative Coordinator
- ☐ Administrative Secretary
- ☐ Record Supervisor
- ☐ Secretary/Bilingual
- ☐ Secretary
- ☐ Clerk/Typist
- ☐ Typist
- ☐ _____
- ☐ _____

- ☐ Curriculum Coordinator
- ☐ Curriculum Writer
- ☐ Production Coordinator
- ☐ Evaluation Coordinator
- ☐ Training Coordinator
- ☐ Researcher
- ☐ Illustrator
- ☐ Copy Editor
- ☐ Accountant
- ☐ Design Specialist
- ☐ _____
- ☐ _____

INTERVIEW GUIDE FOR MATERIALS DEVELOPMENT CENTERS

I. Needs Assessment

A. How does the Center determine regional and local needs for materials? National needs?

1. Which factors are considered?

a. Ethnicity

b. Subject

c. Grade

d. Orientation

e. Curriculum sequence

f. Student count

2. What methods are used for determining each factor?

a. Review of existing materials

i. Process of collection and review

b. Information from teachers, project directors

i. How is this information obtained? Analyzed?

c. Recommendations from other Centers (MDC's, DAC's, and TRC's)

d. Information from OBE, NIE, State Departments of Education

3. Is the information gathered on needs provided to other Centers? Which ones?

II. Development of Materials

A. How are decisions made on which materials to develop?

1. How are priorities among needs determined for each language, subject, and grade?

2. What financial considerations affect decisions?

3. What political circumstances are considered?

4. What is the influence of other agencies?

a. Sponsoring Agency

b. OBE

c. Other Centers

d. LEA's

e. State Departments of Education

5. What consideration is given to needs that are primarily national compared with needs that are primarily regional or local?

6. Who in the Center makes the final decisions on what to produce?

B. What materials have been developed by the Center?

1. Obtain lists with dates of completion.

2. How are costs determined?

   a. Are they broken down for each separate item?

   b. Are they figured for each separate stage of development?

- [ ] Research
- [ ] Editorial
- [ ] Graphic
- [ ] Developmental testing
- [ ] Promotion
- [ ] Storage
- [ ] Distribution

C. What plans does the Center have for developing additional materials?

1. Language

2. Ethnic group

3. Subject

4. Grade

5. Orientation

III. Design and Field Testing

A. Are the Center's materials design or pilot tested? Where?

Definition - Pilot testing is the initial stage in which the material is tried out with individuals or small groups of learners to locate portions of the instructional material that need to be revised.

B. Which TRC's field test materials for the Center?

Definition - Field testing is the testing of a near final model according to specialized criteria for the purpose of determining what further modifications are necessary.

1. How are they selected?

   a. Ethnic considerations

   b. Geographic considerations

   c. Special facilities

C. Please describe the process of field testing:

1. How classrooms are chosen

2. How arrangements are made

3. Amount of advance notice given the TRC's

4. Amount of time allowed for completion of a field test

5. Types of information sought

6. Assessment of reactions

7. How cooperative are the TRC's in field testing?

   a. What factors seem to facilitate or hinder cooperation?

D. Which DAC is involved in the field testing?

1. What decisions are made by the DAC on where or how to field test?

2. What feedback is provided by the DAC on the results of field tests?

IV. Dissemination of Materials

A. Does the Center publish a bibliography or listing of its materials? Of other materials? (Obtain copies)

1. Who receives copies?

B. Does the Center publish a newsletter? (Obtain copies)

1. Who receives copies?

C. What other information does the Center provide about its activities? (e.g., news releases, open houses)

D. Does the Center provide any training in the use of its materials?

1. To whom is training given?

E. What arrangements are made with the DAC for publication?

1. What is the procedure for editing the Center's materials?

2. For providing illustrations and other art work?

3. Have DAC's published everything the Center has produced?

a. If not, what was the reason for rejecting the material?

F. Has the DAC been effective in disseminating the Center's materials?

1. How could its effectiveness be improved?

G. Does the Center distribute any of its own materials?

1. To whom is it distributed? For what purpose?

2. What is the process of distribution?

H. Does the Center display its materials at conferences and meetings?

I. Have any contacts been made with commercial publishers and distributors?

1. Has any Center material been produced or distributed by a commercial firm?

J. How do the copyright laws facilitate or hinder the adoption of Center materials by commercial publishers and distributors?

K. Do you think commercial publication or distribution of the Center's materials would be desirable? Why or why not?

L. Who in the Center is responsible for copyright information?

V. Administration

A. How have the activities of the Center changed since it began operating?

- ☐ Workload
- ☐ Operational Methods
- ☐ Personnel
- ☐ Funding

B. What is the previous experience of writers selected for materials development projects?

C. Do writers function "in house" or are they free lance? Do they work individually or as a team and under whose supervision and coordination?

D. How are illustrators selected? Do they receive any special training or orientation with respect to the development of bilingual materials?

E. Are there any special contractual conditions for writers, illustrators, bilingual consultants, or subject consultants? (i.e., pay scales, etc.)

F. How often does the Center undergo evaluations?

1. Internal

2. External

a. By whom are they conducted?

G. How could evaluations be made more useful for the Center staff? For providing information for OBE?

H. What changes within the Center would help attain its objectives more effectively or efficiently?

1. In staff

2. In procedures

VI. Community and Sponsoring Agency

A. Does the Center have an advisory council?

1. Who are its members (ethnicity, occupations, etc.)?

2. How were they selected?

3. What recommendations or decisions has the advisory council made?

4. In what ways do the recommendations of the advisory council affect the Center?

B. Which agency sponsors the Center?

1. What is the influence of the sponsoring agency on the Center?

a. Personnel recruitment and policies

b. Budgets

c. Materials produced

2. What has been the influence of the Center on the sponsoring agency? What changes has it produced?

3. What services does the sponsoring agency provide the Center?

4. Is the sponsoring agency committed to the continuation of the Center? To bilingual education?

5. Are any other activities relating to bilingual education supervised by the sponsoring agency? Which?

   1. Are they coordinated with the Center in any way?

VII. Bilingual Education Centers

A. Has any personnel, information, or other resource been shared with other MDC's? TRC's? DAC's?

B. What decisions about the development of materials has the Center made in conjunction with another Center?

C. What contacts have been made with Lau Centers?

1. Are Lau Centers involved in the development of materials in any way?

VIII. State Departments of Education

A. What contacts have been made with State Departments of Education?

1. Has there been any joint planning or decision making?

2. Has there been any sharing of personnel, information or other resources?

IX. Office of Bilingual Education

A. What contact has there been with OBE?

1. Conferences

2. Visits from OBE staff

3. Meetings in Washington

4. Letters, telephone conversations

B. Is the current funding adequate for attaining the Center's objectives?

C. Do any stipulations in the OBE contract restrict the Center's ability to attain its objectives?

D. What suggestions can you offer OBE for improving the Center's operations?

E. Has the existence of the Network facilitated the development and dissemination of bilingual education curriculum materials?

F. What are the strengths and weaknesses of the Network?

C. What suggestions can you offer OBE for improving the Network's operations?

X. Overview of Bilingual Education Curriculum Materials

A. What trends do you see in bilingual education materials? In bilingual education generally?

B. How could the system of producing and disseminating bilingual education curriculum materials be improved?

DISSEMINATION AND ASSESSMENT CENTERS
INTERVIEW GUIDE
FOR THE
NATIONAL BILINGUAL NETWORK
ADMINISTRATIVE DATA

1. Name of Center | 2. DAC | MDC | RC

3. Street Address | 4. City

5. State | 6. Zip Code | 7. P.O. Box

8. Project Director | 9. Area Code/Telephone Number

10. Center Affiliation (University, Consortium, etc.)

11. Founding Date of Center

12. Languages Served

13. Geographic/Regional Responsibilities

14. Calendar of Operations or Academic Year

15. Federal Budget FY 1976/77 | 16. Other Funding-State-Municipal

17. Physical Plant - Briefly describe space and conditions in terms of number of rooms/square footage, appearance of exterior/general locale

18. Obtain Photos if Possible

19. Organization Chart | 20. Flow Charts | 21. Evaluation Report

22. Job Descriptions Checklist

- [ ] Project Director
- [ ] Assistant Project Director
- [ ] Administrative Assistant
- [ ] Administrative Coordinator
- [ ] Administrative Secretary
- [ ] Record Supervisor
- [ ] Secretary/Bilingual
- [ ] Secretary
- [ ] Clerk/Typist
- [ ] Typist
- [ ] _____
- [ ] _____

- [ ] Curriculum Coordinator
- [ ] Curriculum Writer
- [ ] Production Coordinator
- [ ] Evaluation Coordinator
- [ ] Training Coordinator
- [ ] Researcher
- [ ] Illustrator
- [ ] Copy Editor
- [ ] Accountant
- [ ] Design Specialist
- [ ] _____
- [ ] _____

INTERVIEW GUIDE FOR DISSEMINATION AND ASSESSMENT CENTERS

I. Needs Assessment

A. What assessment of regional and local needs does the Center make? National needs?

1. What factors are considered?

a. Ethnicity

b. Grade

c. Subject

d. Orientation

e. Curriculum sequence

f. Student count

2. What methods are used for determining each factor?

a. Review of existing materials

i. Process of collection and review

b. Information from teachers, project directors

1. How is this information obtained? Analyzed?

c. Recommendations from other Centers (MDC's, TRC's, DAC's).

d. Information from OBE, NIE, State Departments of Education

3. Is this information on needs assessment provided to other centers? Which ones?

II. Field Testing

A. What part does the Center play in field testing of materials? Discuss.

1. Selecting materials to be field tested

2. Selecting TRC's for testing

3. Developing testing instruments

4. Analyzing field test data

5. Giving feedback information to MDC's

III. Production of Materials

A. What materials have been produced by the Center?

1. Obtain lists with dates of publication.

B. Where have materials published by the Center originated?

1. MDC's

2. LEA's

3. Other sources

C. What input does the DAC have in the initial development of the materials?

D How are decisions made on which materials to produce?

1. How are priorities among needs determined?

2. What financial considerations affect decisions?

3. What political circumstances are considered?

4. What is the influence of other agencies?

a. Other Network Centers

b OBE

c. LEA's

d. State Departments of Education

e. Sponsoring Agency

5. How is the quality of materials evaluated?

6. What marketing factors are considered?

7. Who in the Center makes final decisions on what to produce?

E. What is the procedure for preparing material for production?

1. Editing

2. Artwork

F. What proportion of the Center's publications have been printed by The Government Printing Office?

1. What are the advantages and disadvantages of GPO?

a Costs

b Convenience

G. What factors are considered in determining costs? (Obtain a copy of production cost worksheet)

1. For staff time

2. For materials and production

H. How are determinations made on the format of materials produced?

1. Printed material

a. Size and number of pages

b Number of illustrations

c. Paper

d. Number of colors

e Covers

f. Bindings

2 Audio/Visual Material

I How is the number of copies to be made determined?

1 Print

2. Audio/Visual

IV. Dissemination of Materials

A. Does the Center publish a catalog of the materials it has produced? Of other materials? (Obtain copies)

1. Who receives copies?

B. Does the Center publish a newsletter? (Obtain copies)

1. Who receives copies?

C. What other information does the Center provide about its activities?

D. Discuss the Center's marketing activities.

1. How do most users of the Center's materials learn of its availability?

2. Number of free copies distributed

a To whom are they given?

3. Size of sales staff

4. Geographical area covered by sales staff

5. State adoption efforts

6. Presentations at conferences and meetings

   a. Are orders taken for materials at conferences and meetings?

7. How are inventory records maintained?

8. Where is material stored?

9. How does the Center control collection of payment for material?

10. Have any contacts been made with commercial publishers or distributors?

i. Has any Center material been produced or distributed by a commercial firm?

11. Do you think commercial publication or distribution of the Center's materials would be desirable? Why or why not?

12. How do the copyright laws facilitate or hinder the adoption of Center materials by commercial publishers and distributors?

13. Who in the Center is responsible for copyright knowledge?

V. Administration

A. How have the activities of the Center changed since it began operating?

- ☐ Workload
- ☐ Operational Methods
- ☐ Personnel
- ☐ Funding

B. How often does the Center undergo evaluations?

1. Internal

2. External

a. By whom are they conducted?

C. How could evaluations be made more useful for the Center staff? For providing information for OBE?

D. What changes within the Center would help attain its goals more effectively or efficiently?

1. In staff

2. In procedures

VI. Community and Sponsoring Agency

A. Does the Center have an advisory council?

1. Who are its members (ethnicity, occupations, etc.)?

2. How were they selected?

3. What recommendations or decisions have the advisory council made?

4. In what ways do the recommendations of the advisory council affect the Center?

B. What agency sponsors the Center?

1. What is the influence of the sponsoring agency on the Center?

a. Personnel recruitment and policies

b. Budgets

c. Materials produced

C. What has been the influence of the Center on the sponsoring agency? What changes has it produced?

D. What services does the sponsoring agency give the Center?

E. Is the sponsoring agency committed to the continuation of the Center? To bilingual education?

F. Are any of the activities relating to bilingual education supervised by the sponsoring agency?

1. Are they coordinated with the Center in any way?

VII School Systems

A. What contacts have been made with State Departments of Education relating to bilingual education materials?

B. What contacts have been made with LEA's?

VIII. Bilingual Education Centers

A. Has any personnel, information or other resource been shared with other DAC's? With MDC's? TRC's?

B. What contacts have been made with Lau Centers?

1. Are Lau Centers involved in the production of bilingual education materials in any way?

IX. Office of Bilingual Education

A. What contact has there been with OBE?

1. Conferences

2. Visits from OBE staff

3. Meetings in Washington

4. Letters, telephone conversations

B. Is the current funding adequate for attaining the Center's objectives?

C. Do any stipulations in the Center's contract restrict its ability to attain its objectives?

D. What suggestions can you offer to OBE for improving the Center's operations?

E. Has the existence of the network facilitated the development and dissemination of bilingual education curriculum materials?

F. What are the strengths and weaknesses of the network?

G. What suggestions can you offer OBE for improving the network's operations?

X Overview of Bilingual Education Curriculum Materials

A What trends do you see in bilingual education materials?
In bilingual education generally?

B. How could the system of producing and disseminating bilingual education curriculum materials be improved?

TRAINING AND RESOURCE CENTERS
INTERVIEW GUIDE
FOR THE
NATIONAL BILINGUAL NETWORK
ADMINISTRATIVE DATA

1. Name of Center | 2. DAC | MDC | RC

3. Street Address | 4. City

5. State | 6. Zip Code | 7. P.O. Box

8. Project Director | 9. Area Code/Telephone Number

10. Center Affiliation (University, Consortium, etc.)

11. Founding Date of Center

12. Languages Served

13. Geographic/Regional Responsibilities

14. Calendar of Operations or Academic Year

15. Federal Budget FY 1976/77 | 16. Other Funding-State-Municipal

17. Physical Plant - Briefly describe space and conditions in terms of number of rooms/square footage, appearance of exterior/general locale

18. Obtain Photos if Possible

19. Organization Chart | 20. Flow Charts | 21. Evaluation Report

22. Job Descriptions Checklist

- ☐ Project Director
- ☐ Assistant Project Director
- ☐ Administrative Assistant
- ☐ Administrative Coordinator
- ☐ Administrative Secretary
- ☐ Record Supervisor
- ☐ Secretary/Bilingual
- ☐ Secretary
- ☐ Clerk/Typist
- ☐ Typist
- ☐ _____
- ☐ _____

- ☐ Curriculum Coordinator
- ☐ Curriculum Writer
- ☐ Production Coordinator
- ☐ Evaluation Coordinator
- ☐ Training Coordinator
- ☐ Researcher
- ☐ Illustrator
- ☐ Copy Editor
- ☐ Accountant
- ☐ Design Specialist
- ☐ _____
- ☐ _____

INTERVIEW GUIDE FOR TRAINING AND RESOURCE CENTERS

I. Needs Assessment

A. Please describe any assessments the Center has made of regional and local needs for materials. Of national needs.

1. Which factors are considered?

a. Ethnicity

b. Subject

c. Grade

d. Orientation

e. Curriculum sequence

f. Student count

2. What methods are used for determining each factor?

a. Review of existing materials

i. Describe the process of collecting and reviewing

b. Information from teachers, supervisors, curriculum coordinators, project directors

i. How is this information obtained? Analyzed?

c. Information from other Centers

d. Information from OBE, NIE, State Department of Education

3. Is this information about needs assessments provided to other Centers? Which ones?

II. Training

A. Describe the training of teachers or other school personnel in:

- Where to find materials
- Selection of materials
- Development of materials
- Evaluation of materials

1. Are the materials presented during training in selection and evaluation of materials produced by:

a. Commercial publishers?

b. Title VII Materials Development Centers or Dissemination Centers?

c. Your Center or other TRC's?

d. LEA's?

B. What determines whether a training session or workshop will be presented?

1. How is the particular subject matter chosen?

C. Where are workshops generally held? i.e., at the Center, at the school, or at some other location?

D. About how many of each type of school personnel attended workshops given by the Center during the previous school year?

E. About how many training sessions or workshops were presented?

III. Field Testing

A. For which MDC's does the Center field test?

B. Which languages, subjects, and grades were tested in the past school year?

C. How were arrangements made between the Centers for field testing the materials?

1. How much notification was given before the arrival of materials?

2. How much time was allowed for the completion of field testing?

D. Who at the Center is responsible for supervising the field testing?

1. What are this person's other duties?

E. How are classrooms selected for testing?

F. Does the Center provide the MDC with any information about the field test (i.e., in addition to the information the classroom teachers provide)?

G. To whom are field test results given?

IV. Dissemination

A. Does the Center have a library?

1. Which languages are included?

2. What is the approximate number of titles?

a. Are they all catalogued?

3. How are materials acquired for the library?

4. How many full-time and part-time staff members operate the library?

5. Who uses the library?

6. What hours and days is the library open?

7. Is an evaluation made of materials in the library?

B. Does the Center publish bibliographies? (Obtain copies)

1. What types of materials are included?

2. Who receives copies?

C. Does the Center publish a newsletter? (Obtain copies)

1. Who receives the copies?

D. What other information does the Center provide about its activities? (e.g., news releases, open houses, etc.)

E. To whom does the Center distribute copies of materials and kits that it produces?

V. Administration

A. How have the activities of the Center changed since it began operating?

- Workload
- Operational methods
- Personnel
- Funding

B. How often does the Center undergo evaluations?

1. Internal
2. External
   a. By whom are they conducted?

C. How could evaluations be made more useful for the Center staff? For providing information for OBE?

D. What changes would help the Center attain its objectives more efficiently and effectively?

1. In staff

2. In procedures

VI. Community and Sponsoring Agency

A. Does the Center do any community organizing?

1. What are the objectives?

2. What are the activities?

B. Does the Center have an advisory council?

1. Who are its members (ethnicity, occupations, etc.)?

2. How were they selected?

3. What recommendations or decisions has the advisory council made?

4. In what ways have the recommendations of the advisory council affected the Center?

C. Which agency sponsors the Center?

1. What is the influence of the sponsoring agency on the Center?

a. Personnel recruitment and policies

b. Budgets

c. Activities

D. What has been the influence of the Center on the sponsoring agency? What changes has it produced?

E. What services does the sponsoring agency give the Center?

F. Is the sponsoring agency committed to the continuation of the Center? To bilingual education?

G. Are any other activities relating to bilingual education supervised by the sponsoring agency? Which?

1. Are these activities coordinated with the Center in any way?

VII. Bilingual Education Centers

A. Has any personnel, information, or other resource been shared with other TRC's? MDC's? DAC's?

B. What contacts have been made with Lau Centers?

1. Are Lau Centers involved in the development of materials in any way?

2. Do Lau Center training programs and workshops duplicate your activities? Do they complement your work in any way?

VIII. State Departments of Education

A. What contacts have been made with State Departments of Education?

1. Has there been any joint planning or decision-making?

2. Has there been any sharing of personnel, information, or other resources?

IX. Office of Bilingual Education

A. What contact has there been with OBE?

1. Conferences

2. Visits from OBE staff

3. Meetings in Washington

4. Letters, telephone conversations

B. Is the current funding adequate for attaining the Center's objectives?

C. Do any stipulations in the OBE contract restrict the Center's ability to attain its objectives?

D. What suggestions can you offer to OBE for improving the Center's operations?

E. Has the existence of the Network facilitated the development and dissemination of bilingual education curriculum materials?

F. What are the strengths and weaknesses of the Network?

G. What suggestions can you offer OBE for improving the Network's operations?

X. Overview of Bilingual Education Curriculum Materials

A. What trends do you see in bilingual education materials? In bilingual education generally?

B. How could the system of producing and disseminating bilingual education curriculum materials be improved?

LAU CENTER
INTERVIEW GUIDE
FOR THE
NATIONAL BILINGUAL NETWORK
ADMINISTRATIVE DATA

1. Name of Center | 2. DAC | MDC | RC

3. Street Address | 4. City

5. State | 6. Zip Code | 7. P.O. Box

8. Project Director | 9. Area Code/Telephone Number

10. Center Affiliation (University, Consortium, etc.)

11. Founding Date of Center

12. Languages Served

13. Geographic/Regional Responsibilities

14. Calendar of Operations or Academic Year

15. Federal Budget FY 1976/77 | 16. Other Funding-State-Municipal

17. Physical Plant - Briefly describe space and conditions in terms of number of rooms/square footage, appearance of exterior/general locale

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- ☐ Administrative Coordinator
- ☐ Administrative Secretary
- ☐ Record Supervisor
- ☐ Secretary/Bilingual
- ☐ Secretary
- ☐ Clerk/Typist
- ☐ Typist
- ☐ _____
- ☐ _____

- ☐ Curriculum Coordinator
- ☐ Curriculum Writer
- ☐ Production Coordinator
- ☐ Evaluation Coordinator
- ☐ Training Coordinator
- ☐ Researcher
- ☐ Illustrator
- ☐ Copy Editor
- ☐ Accountant
- ☐ Design Specialist
- ☐ _____
- ☐ _____

LAU CENTER INTERVIEW GUIDE

I. Goals

A. What are the major goals of the Center?

B. What are the main tasks carried out by the Center to realize these goals?

II. Needs Assessment

A. Does the Center assess bilingual education needs?

1. In what ways?

B. Does the assessment of needs include needs for bilingual curriculum materials?

1. Which factors are considered in assessing needs? (e.g., ethnicity, subject, grade orientation, curriculum sequence, student count).

2. Which sources are used to assess needs for materials?

a. Review of existing materials.

b. Information from teachers, supervisors, curriculum coordinators, project directors

c. Information from Office of Civil Rights.

III. Development of Materials

A. Does the Center develop bilingual education curricula? Please describe.

B. Does the Center develop bilingual classroom materials such as texts, supplementary materials, kits, etc.? (Obtain lists)

1. Please describe:

a. Whether for teacher or student use

b. Ethnic target group

c. Subject

d. Grade

e. Format (e.g., hardcover, pamphlet, audiovisual, etc.)

f. Quantity produced

2. What factors determine whether the Center will produce materials (i.e., what are the shortcomings of materials produced elsewhere)?

IV. Training

A. Does the Center conduct training courses?

1. Is training given to personnel at schools that are funded by Title VII? Schools that are not funded by Title VII?

2. Which types of school personnel are trained by the Center (e.g., teachers, curriculum coordinators, principals, librarians, etc.)

3. Is training conducted on:

   a. Where to find materials?

   b. Evaluation and selection of materials?

   c. Development of materials?

4. Are the bilingual curriculum materials used in the training courses produced by:

   a. Commercial publishers?

   b. Your Center?

   c. Other Lau Centers?

   d. Title VII Centers? Which ones?

   e. School districts or local school personnel?

5. What were the subjects of your most heavily attended training courses during the previous school year?

6. Where are training courses usually held (i.e., at the school, at the Center, or at some other location)?

7. About how many training sessions or workshops were presented during the previous school year?

   a. About how many of each type of school personnel attended these training sessions or workshops during the previous school year?

8. Approximately what proportion of the Center's budget is spent on training?

V. Dissemination

A. Does the Center have a library?

1. Which languages are included?

2. What is the approximate number of titles?

a. Are they all catalogued?

3. How are materials acquired for the library?

4. How many full-time and part-time staff members operate the library?

5. Who uses the library?

6. Which hours and days is the library open?

7. Are evaluations made of materials in the library?

B. Does the Center publish bibliographies? (Obtain copies.)

1. What types of materials are included?

2. Who receives copies?

C. Does the Center publish a newsletter? (Obtain copies.)

1. Who receives copies?

D. What other information does the Center provide about its activities (e.g., news releases, open houses, etc.)?

E. Are any materials or kits developed by the Center distributed to individuals or organizations other than those involved in the Center's training sessions?

1. What is distributed? To whom?

VI. Center Staff

A. What is the educational background and previous experience of key personnel?

VII. Community and Sponsoring Agency

A. Does the Center do any community organizing?

1. What are the objectives?

2. What activities are related to these objectives?

B. Does the Center have an advisory council?

1. Who are its members (ethnicity, occupations, etc.)?

2. How were they selected?

3. What recommendations or decisions has the advisory council made?

4. In what ways have the recommendations of the advisory council affected the Center?

C. Which agency sponsors the Center?

1. Where does the Center fit into the overall organization?

2. Are any other activities relating to bilingual education supervised by the sponsoring agency?

a. Which ones?

b. Are these activities coordinated with the Center in any way?

VIII. Bilingual Education Centers

A. Which kinds of technical assistance has your Center provided to Title VII Centers? Which have Title VII Centers provided to your Center? (Specify names of Centers.)

1. Curricula, course outlines, etc.

2. Materials (please describe.)

3. Tests

4. Criteria for evaluating curricula, materials or tests.

5. Information on training procedures

6. Personnel

   a. For what purpose?

7. Bibliographies

B. Has your Center held joint meetings, conferences or training workshops with Title VII Centers?

1. With which Centers?

2. Please describe.

C. Does your Center exchange any other resource or information with Title VII Centers?

1. With which Centers?

2. Please describe

D. Do your Center and Title VII Centers refer clients to each other?

1. Which Centers?

2. For what purposes?

E. Do the Title VII Centers seem to duplicate any of your activities? Do they complement your work in any way?

F. Which kinds of cooperation between Title VII Centers and your Center have been most productive?

g. What additional kinds of cooperation between your Center and Title VII Centers would be helpful?

IX. State Departments of Education

A. Which State Departments of Education in your region have been funded to provide technical assistance programs for students of limited English-speaking ability?

B. Has there been any contact between your Center and State Departments of Education?

1. Has there been any joint planning and decision-making?

2. Has there been any sharing of personnel, information, or other resource?

X. Overview of Bilingual Education

A. What trends do you see in bilingual education?

B. What trends do you see in the development and distribution of bilingual education curriculum materials?

C. How could the system of developing and distributing bilingual education curriculum materials be improved?

APPENDIX C

GUIDE FOR INTERVIEWING PUBLISHERS AND DISTRIBUTORS

GUIDE FOR INTERVIEWING PUBLISHERS AND DISTRIBUTORS

1. What kinds of research do you use to determine the market for specific bilingual instructional materials, e.g., language, subject, grade level?

   1a. Do you consult with state and local adoption personnel? Analyze school district curricula? Review other publishers' lists? Analyze student enrollment?

2. In what ways are your techniques for assessing the bilingual market different from those used for other areas?

   2a. Do you review publications of the Title VII Centers? National Association of Bilingual Education (NABE)? Federal and State legislation pertaining to bilingual education? Do you consult with experts in bilingual education?

3. What factors affected your decisions to publish the bilingual education materials on your list?

4. Have you ever published bilingual materials developed by schools or education centers?

   (If Yes) How did you learn about this material?
   Why did you publish it?

   (if No) Why not?

5. Which of the materials that you publish or distribute are your best sellers?

6. Do you import instructional materials from foreign publishers?

   (If Yes)

   6a. What recommendations can you make to publishers of the materials you import for adapting the materials for use in bilingual programs in U.S. public schools? Parochial schools?

7. Who are the principal clients for your bilingual instructional materials, e.g., schools, school districts, states, public libraries, bookstores, other institutions, etc.?

8. How large is the current market in students and dollar volume for each type of bilingual materials that you produce, i.e., for each age-grade-subject-language combination?

   8a. How large do you project the potential market in students and dollar volume will be for each of these materials by 1980? On what are you basing your estimate?

9. What marketing techniques do you employ?

   9a. Personal visits by sales representatives? Direct mail? Advertising in professional journals? Displays at conferences and fairs?

10. What geographical market for bilingual materials that you produce is covered by your sales activities? What part is covered by your sales force? By other means?

   10a. How many sales representatives do you have in the field? Where are their headquarters located?

11. Where do you obtain information about your competitors in the publication of bilingual instructional materials?

12. What are your greatest problems in determining the need for specific types of bilingual instructional materials?

   12a. What kinds of assistance would be useful in helping you assess the need for materials?

13. What are your greatest problems in selling bilingual instructional materials?

14. Have you any suggestions that would help inform potential users about the materials that you offer?

APPENDIX D

LOCAL EDUCATION AGENCY QUESTIONNAIRE

APPENDIX D

Department of Health, Education, and Welfare
United States Office of Education
Office of Planning, Budgeting and Evaluation
Washington, D.C. 20202

OMB Number 51-S77015

Approval Expires 12/31/77

A STUDY OF THE STATE OF BILINGUAL MATERIALS DEVELOPMENT AND THE TRANSITION OF MATERIALS TO THE CLASSROOM

C/COL.

1/1-3
4-54
55-78
79-
80-

NAME OF RESPONDENT: _____

TITLE: _____

TELEPHONE: _____
(Area Code) (Local Number) (Extension)

TOTAL NUMBER OF SCHOOLS IN DISTRICT: _____ 2/4-6

INSTRUCTIONS

This survey is part of a study about bilingual education curriculum materials. The information you submit will help the U.S. Office of Education plan for bilingual education curriculum needs and will be used to prepare recommendations to Congress.

Please read the definitions on the following page. They will explain some of the terms used in the questionnaire.

If some of these questions do not directly pertain to your school district, please write any comments on this questionnaire that would help us understand your particular situation.

Completed forms should be returned in the enclosed postage paid envelope to:

Mr. Wilbur A. Knerr
Bilingual Curriculum Study
Development Associates, Inc.
1521 New Hampshire Avenue, N.W.
Washington, D.C. 20036

This report is authorized by law (20 U.S.C. 1226C). Although you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely. When published, no information you provide in this questionnaire will identify any individual or school district.

DEFINITIONS

Bilingual Education is the use of two languages, one of which is English, as mediums of instruction for a student population. It may encompass all or part of the school program and includes language arts, other academic skills, and the study of history and culture associated with both languages.

English as a Second Language is instruction designed to improve the speaking, reading, and writing abilities in English of students with limited English-speaking ability.

Bilingual Education Centers are institutions that develop, evaluate, distribute, or store bilingual education materials. Such Centers include Title VII Materials Development Centers (e.g., Spanish Curriculum Development Center, Miami, Florida), Dissemination and Assessment Centers (e.g., Dissemination and Assessment Center for Bilingual Education, Austin, Texas), Resource Centers (e.g., BABEL Resource Center, Berkeley, California), Centers affiliated with universities (e.g., University of Massachusetts School of Education, Amherst, Massachusetts), Lau Centers, and State Centers. This definition does not include school districts.

Home Language is the language usually spoken at home by the student's family.

Students of Limited English-Speaking Ability refers to students who have difficulty speaking and understanding instruction in the English language because they have a native language other than English or they come from environments where a language other than English is dominant.

C/COL.

QUESTIONNAIRE

1. Are there students in your school district who are of limited English-speaking ability?

☐ Yes

☐ No

Please complete the cover page and return this form in the postage paid envelope.

2/7

1a. How many students of limited English-speaking ability are in each grade?

If, for a given language, there are less than twenty (20) limited English-speaking students in attendance in a particular school, it will not be necessary to provide the numbers of those students. On the other hand, if the actual numbers of students are readily available, then these figures may be given.

STUDENTS OF LIMITED ENGLISH-SPEAKING ABILITY

Grade	(Specific Language)	(Specific Language)	(Specific Language)
Pre K			
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			

Use additional pages, if necessary

:/COL

2. Does your school district have any special programs for teaching students of limited English-speaking ability?

/8 ☐ Yes ☐ No

2a. What are the reasons your district does not have a special program for teaching students of limited English-speaking ability? (Check all that apply).

9 ☐ Not enough students from any one language background in any single school.

10 ☐ Shortage of bilingual teachers trained in needed languages.

11 ☐ Lack of funds.

12 ☐ Contrary to educational policies in district.

13 ☐ Lack of available materials.
14 Explain: _____
_____

15 ☐ Other _____
(Please specify)

Please complete the cover page and return this form in the postage paid envelope.

C/COL.

3. Does your school district have a bilingual education program (i.e., a program in which subjects are taught in English and a language other than English)? 2/17

☐ Yes

3a. In what year was the bilingual program started?

_____
(Write in year)

3b. How many schools in your district have bilingual programs?

_____
(Write in number)

☐ No 18 19

3c. What are the main reasons your district has not started a bilingual education program? (Check all that apply). 20 21

☐ Not enough students from any one language background in any single school. 22

☐ Shortage of bilingual teachers trained in needed languages. 23

☐ Lack of funds. 24

☐ Contrary to educational policies in district. 25

☐ Lack of available materials. 26
Explain: _____ 27
_____

☐ Other _____ 28
(Please specify)

(Please Skip to Question #15) 79-0 80-2

/COL.

4. How many children in bilingual education programs are of limited English-speaking ability? How many are proficient in English?

STUDENTS IN BILINGUAL EDUCATION PROGRAMS

GRADE	_____ (Specify language/ethnic group) NUMBER OF STUDENTS IN BILINGUAL PROGRAMS		_____ (Specify language/ethnic group) NUMBER OF STUDENTS IN BILINGUAL PROGRAMS		_____ (Specify language/ethnic group) NUMBER OF STUDENTS IN BILINGUAL PROGRAMS	
	Of Limited English-Speaking Ability	Proficient in English	Of Limited English-Speaking Ability	Proficient in English	Of Limited English-Speaking Ability	Proficient in English
Pre K						
K						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

Use additional pages, if necessary

C/COL

5. Which single basic text, curriculum guide, filmstrip, etc., is *most* used in the classroom for each language, subject, and grade level? (Include materials developed locally.)

MATERIAL: (Specify format, e.g., text, curriculum guide, filmstrip, etc.)

_____

LANGUAGE: _____ ☐☐ (6 - 7) SUBJECT: _____ ☐☐ (8 - 9) 3/4 5

GRADE LEVEL: _____ (10 - 11) YEAR ADOPTED: _____ (12 - 13)

TITLE: _____ 14-74

_____ 75

PUBLISHER: _____ 76

77

Is there a separate copy for each student? ☐ YES ☐ NO 78 79-0 80-3

MATERIAL: (Specify format, e.g., text, curriculum guide, filmstrip, etc.) 4/4 5

_____

LANGUAGE: _____ ☐☐ (6 - 7) SUBJECT: _____ ☐☐ (8 - 9)

GRADE LEVEL: _____ (10 - 11) YEAR ADOPTED: _____ (12 - 13)

TITLE: _____ 14-74

_____ 75

PUBLISHER: _____ 76

77

Is there a separate copy for each student? ☐ YES ☐ NO 78 79-0 80-4

MATERIAL: (Specify format, e.g., text, curriculum guide, filmstrip, etc.) 5/4 5

_____

LANGUAGE: _____ ☐☐ (6 - 7) SUBJECT: _____ ☐☐ (8 - 9)

GRADE LEVEL: _____ (10 - 11) YEAR ADOPTED: _____ (12 - 13)

TITLE: _____ 14-74

_____ 75

PUBLISHER: _____ 76

77

Is there a separate copy for each student? ☐ YES ☐ NO 78 79-0 80-5

Continue on next page

:/COL.

MATERIAL: (Specify format, e.g., text, curriculum guide, filmstrip, etc.)

5/4
5

LANGUAGE: _____ [ ][ ] (6 - 7) SUBJECT: _____ [ ][ ] (8 - 9)

GRADE LEVEL: _____ (10 - 11) YEAR ADOPTED: _____ (12 - 13)

14-74
75
76
77
78
79-0
80-6

TITLE: _____

PUBLISHER: _____

Is there a separate copy for each student? ☐ YES ☐ NO

7/4
5

MATERIAL: (Specify format, e.g., text, curriculum guide, filmstrip, etc.)

LANGUAGE: _____ [ ][ ] (6 - 7) SUBJECT: _____ [ ][ ] (8 - 9)

GRADE LEVEL: _____ (10 - 11) YEAR ADOPTED: _____ (12 - 13)

14-74
75
76
77
78
79-0
80-7

TITLE: _____

PUBLISHER: _____

Is there a separate copy for each student? ☐ YES ☐ NO

8/4
5

MATERIAL: (Specify format, e.g., text, curriculum guide, filmstrip, etc.)

LANGUAGE: _____ [ ][ ] (6 - 7) SUBJECT: _____ [ ][ ] (8 - 9)

GRADE LEVEL: _____ (10 - 11) YEAR ADOPTED: _____ (12 - 13)

14-74
75
76
77
78
79
80-8

TITLE: _____

PUBLISHER: _____

Is there a separate copy for each student? ☐ YES ☐ NO

Use additional pages, if necessary

C/COL.

6. How much information about bilingual curriculum materials did your school district receive in the past 12 months from each of these sources?

	MUCH Information	SOME Information	NO Information	
Commercial publishers' and distributors' catalogues, circulars, etc.	____	____	____	9/4
Commercial publishers' sample copies or sales representatives	____	____	____	5
Bilingual Education Centers' bibliographies, bulletins, etc.	____	____	____	6
Bilingual Education Centers' conferences, workshops, meetings	____	____	____	7
Other conferences	____	____	____	8
State Department of Education	____	____	____	9
Other School districts	____	____	____	10
Professional journals	____	____	____	11
ERIC	____	____	____	12
National Institute of Education (NIE)	____	____	____	13
U.S. Office of Education (OE)	____	____	____	14
Office of Bilingual Education (OBE)	____	____	____	15
Colleges and Universities	____	____	____	16
Other _____ (Please Specify) ...	____	____	____	17

6a. Which of these is the single most important source of information? 18 19

_____
(Please write in)

7. How much bilingual education curriculum material did your school district obtain in the past 12 months from each of these sources?

	MUCH Material	SOME Material	NO Material	
Commercial publishers or distributors	____	____	____	20
Bilingual Education Centers	____	____	____	21
State Department of Education	____	____	____	22
Own central school district	____	____	____	23
Other school districts	____	____	____	24
Own schools or classroom teachers	____	____	____	25
Other _____ (Please specify)	____	____	____	26

27

7a. Which of these is the single most important source of materials? 28 29

_____
(Please write in)

30 31

8. Which kinds of bilingual education curriculum materials does your district program need that are not available now?

9/32

33	Materials (Specify format, e.g., text, curriculum guide, filmstrip, etc.)	Language	Subject	Grade Level	Estimated Number of Students Needing This Material Each Year	CHECK ONE BELOW: Material does not Seem to Exist	CHECK ONE BELOW: Available Language/grade subject/material does not suit requirements (Answer Question 8a)
34							
35							
36							
37							
38							
39							
40							
41							
42							
43							
44							

8a. For each kind of bilingual education curriculum material now available but not meeting your requirements, please give the reasons for its unsuitability. (Check all that apply).

		(Kind of Material)	(Kind of Material)	(Kind of Material)
45				
46				
47				
48	Not culturally relevant	____	____	____
49	Sexual bias	____	____	____
50	Religious content	____	____	____
51	Language too difficult	____	____	____
52	Inaccurate	____	____	____
53	Not consistent with curriculum	____	____	____
54	Physically unattractive	____	____	____
55	Too expensive	____	____	____
56	Other _____	____	____	____
57	_____	____	____	____
58	(Please specify)			
79-0				

9. During the preceding 12-month school year (1975-76), what was the total expenditure in your school district for bilingual curriculum materials for each language?

9a. During the current 12-month year (1976-77), what is the total estimated expenditure in your school district for bilingual curriculum materials in each language?

10/

4 - 5		6 - 7		8 - 9		Total Expenditures For Bilingual Curriculum Materials For All Languages	
(Specify Language)		(Specify Language)		(Specify Language)			
1975-76	1976-77	1975-76	1976-77	1975-76	1976-77	1975-76	1976-77
$	$	$	$	$	$	$	$
10-12	13-15	16-18	19-21	22-24	25-27	28-31	32-35

Use additional page, if necessary

10. At which level are decisions made for <u>adopting</u> bilingual education curriculum materials? (i.e., approving material to make it eligible for purchase.)

10a. At which level are decisions made for <u>purchasing</u> bilingual education curriculum materials? (i.e., selecting the specific items from the adoption list.)

10/36
37
38

	10. ADOPTION	10a. PURCHASE	
State	☐	☐	39 40
District	☐	☐	41 42
School	☐	☐	43
Classroom teacher	☐	☐	44
Other _____ (Please specify)	☐	☐	45 46

47

11. Has your district had any contact with Bilingual Education Centers in the past 12 months?

10/48 ☐ Yes ☐ No

(Please Skip to Question #12)

49 11a. Has your district received any information about materials or services from Bilingual Education Centers in the past 12 months?

☐ Yes ☐ No

(Please Skip to Question #11b)

- Which kinds of information about materials and services have been received by your district?

INFORMATION	CENTER FROM WHICH RECEIVED

50 11b. Has your district received any bilingual education curriculum materials from Bilingual Education Centers in the past 12 months?

51 52 ☐ Yes 53 54 ☐ No

(Please Skip to Question #11c)

55 56 - Which kinds of materials have been received?

57 58

MATERIALS	(Please Specify Center)	(Please Specify Center)
59 Textbooks		
60 Workbooks		
61 Audio-Visual Aids		
62 Teachers' Guides		
63 Other _____ (Please Specify) 64		

65 66

C/COL.

	(Please Specify Center)			(Please Specify Center)			
	Mostly	Somewhat	Not At All	Mostly	Somewhat	Not At All	67
							68
							69
• Did these materials meet the grade and skill level of your students?	___	___	___	___	___	___	70
							71
							72
• Was the material culturally relevant for your students?	___	___	___	___	___	___	73
							74

79-1
80-0

11c. Have bilingual educators in your district attended any <u>teacher training workshops</u> sponsored by Bilingual Education Centers in the past 12 months?

☐ Yes ☐ No 11/4

(Please Skip to Question #11d)

	(Please Specify Center)			(Please Specify Center)			
	MUCH	SOME	NONE	MUCH	SOME	NONE	11/5
• Did these teacher training workshops provide useful information about:							6
							7
How to develop curriculum materials? ..	___	___	___	___	___	___	8
What instructional materials are available?	___	___	___	___	___	___	9
							10
How to make effective use of materials in the classroom?	___	___	___	___	___	___	11
							12
							13
							14

11d. Have bilingual educators in your district attended any <u>conferences</u> or <u>meetings</u> sponsored by Bilingual Education Centers in the past 12 months?

☐ Yes ☐ No 15

(Please Skip to Question #11e)

16

• Which Centers?

(Please Specify Centers) 17

_____

_____

_____

C/COL.

11/18 11e. What other services has your district received from Bilingual Education Centers in the past 12 months? (Please be specific.)

	SERVICES	CENTERS
19		
20		
21		
22		

12. What additional kinds of services from Bilingual Education Centers would be useful to bilingual educators in your district?

30
31
32
33

C/COL.

13. Have any bilingual curriculum materials been developed in your district office or at schools in your district? 11/40

☐ Yes ☐ No

(Please Skip to Question #14

13a. Please describe these materials.

TYPE OF MATERIAL	LANGUAGE	SUBJECT	GRADE LEVEL

13b. Are copies of these materials routinely forwarded to:

Your state office for Bilingual Education? ..... ☐ Yes ☐ No 41

Other school districts? ..... ☐ Yes ☐ No 42

Bilingual Education Centers? ..... ☐ Yes ☐ No 43

(IF YES,)
WHICH CENTERS?

_____ 44

_____ 45

_____ 46

_____ 47

14. What do you think is needed to improve the ways bilingual curriculum materials are developed and disseminated? (Please explain fully.) 48 49

_____ 50

_____ 51

_____ 52

_____ 53 54

Use additional pages, if necessary.

1/60

15. Does your school district have a program for teaching English as a Second Language (ESL) that is <u>not</u> a component of a program in bilingual education (i.e., ESL taught to students who are not in bilingual education programs)?

☐ Yes ☐ No

(Please Skip to Question #19

16. How many schools in your district have ESL programs? _____
(Write In Number)

17. How many students in each grade are in English as a Second Language (ESL) programs?

79-1
80-1

GRADE	# STUDENTS IN ESL PROGRAM	
Pre K		12/4-6
K		7-9
1		10-12
2		13-15
3		16-18
4		19-21
5		22-24
6		25-27
7		28-30
8		31-33
9		34-36
10		37-39
11		40-42
12		43-45

C/COL.

18. Which kinds of English as a Second Language curriculum materials does your school district need that are not available now?

Type of Material	Grade Level	Number of Students Needing Material	CHECK ONE BELOW: Material does not seem to exist	CHECK ONE BELOW: Available grade/material does not suit requirements *(Answer Question 18a)

18a. For each kind of English as a Second Language material now available but not meeting your requirements, please give the reason for its unsuitability. (Check all that apply.)

	(Kind of Material)	(Kind of Material)	(Kind of Material)
Not culturally relevant.....			
Religious content.....			
Sexual bias.....			
Language too difficult.....			
Inaccurate			
Not consistent with curriculum			
Physically unattractive.....			
Too expensive			
Other _____			
_____ (Please specify)			

C/COL.

12/

19. ADDITIONAL COMMENTS:

79-1
80-2

THANK YOU FOR YOUR COOPERATION

APPENDIX E

LIST OF TITLE VII CENTERS

LIST OF TITLE VII CENTERS

Center	Director	Languages
Dissemination/Assessment Centers		
National Assessment & Dissemination Center Lesley College and (Fall River Public Schools) 29 Everett Street Cambridge, Massachusetts 02138	John Correiro 617/492-0505	Spanish, French and Portuguese
National Dissemination & Assessment Center California State University Los Angeles 5151 State University Drive Los Angeles, California 90032	Charles Leyba 213/224-3676	Spanish and Pacific Asian Languages
Dissemination & Assessment Center for Bilingual Education Education Service Center - Region XIII Program Development Division 7703 N. Lamar Austin, Texas 78752	Carlos Perz 512/458-9131	Spanish
Materials Development Centers		
Arizona Bilingual Materials Development Center University of Arizona (Nogales Unified School District #1 and Tucson District #1) 1434 East 2nd Street Tucson, Arizona 85721	Elizabeth M. Antley 602/884-3724	Spanish
Asian American Bilingual Center Berkeley Unified School District 2168 Shattuck Berkeley, California 94704	Linda Wing 415/848-3199	Chinese, Japanese, Korean, Pilipino and Samoan
Multilingual-Multicultural Materials Development Center California State Polytechnic University-Pomona Office of Teacher Preparation 3801 West Temple Avenue Pamona, California 91768	Roberto Ortiz 714/598-4994	Spanish
Spanish Curricula Development Center 7110 N.W. 17th Avenue Miami, Florida 33147 (Applicant-The School Board of Dade County 1410 N.E. 2nd Avenue Miami, Florida 33132)	Eneida Hartner 305/350-3913	Spanish
National Materials Development Center 168 S. River Road Bedford, New Hampshire 03102 (Applicant-New Hampshire College and University Council 2321 Elm Street Manchester, New Hampshire 03104)	Norman Dube 603/668-7198	French and Portuguese
Asian Bilingual Curriculum Development Center Seton Hall University 4400 South Orange Avenue South Orange, New Jersey 07079	John Young 201/762-9000	Chinese, Japanese, and Korean
Native American Materials Development Center 407 Rio Grande Boulevard N.W., Albuquerque, New Mexico 87103 (Applicant-Ramah Navajo School Board, Inc. P.O. Box 248 Ramah, New Mexico 87321	Gloria Emerson 505-242-5722	Navajo

Center	Director	Languages
Materials Development Centers (continued)		
Northeast Center for Curriculum Development City of New York Board of Education Community School District #7 778 Forest Avenue Bronx, New York 10456	Aurea Rodriguez 212/993-2182	Greek, Italian, Russian, Spanish and Yiddish
Bilingual Materials Development Center 6000 Camp Bowie Road Fort Worth, Texas 76107 (Applicant-Fort Worth Independent School District 3210 West Lancaster Fort Worth, Texas 76107)	Jose Lopez 817/731-0736	French and Spanish
Alaskan Native Language Material Development Center University of Alaska Rural Education Affairs 104 Bunnell Fairbanks, Alaska 99701	Tupou Pulu 907/479-7259	Aluet, Gwich'in, Inupaiq, Siberian Yupik, Sugpiaq, Upper Kuskokwim, and Upper Tanana
Asian Bilingual Material Center Alhambra City School District Kaufman and Brod Building, Suite 404 1001 National Boulevard Los Angeles, California 90064	Dr. Macko Han 213/474-7173	Chinese, Japanese and Korean
Midwest Office for Materials Development Board of Trustees University of Illinois College of Education Urbana, Illinois 61801	Henry Trueba and Rudolfo Martinez 217/333-2615	French, Spanish and Vietnamese
The National Center for the Development of Bilingual Curriculum - Dallas Dallas Independent School District William B. Travis Elementary School 3001 McKinney Avenue Dallas, Texas 75204	Juan Solis 214/744-5831	Spanish
Midwest Materials Development Center 1228 W. Mitchell Milwaukee, Wisconsin 53204 (Applicant-Milwaukee Board of School Directors Division of Curriculum and Instruction 5225 West Vliet Street Milwaukee, Wisconsin 53201	Francisco Urbina 414/671-5420	Spanish
Training Resource Centers		
Berkeley Resource Center Berkeley Unified School District 2168 Shattuck Avenue, 2nd Floor Berkeley, California 94704	Roberto Cruz 415/549-1820	Native American and Spanish
Bilingual Education Training Resource Center Institute for Cultural Pluralism 5544-1/2 Hardy Avenue San Diego, California 92182 (Applicant-San Diego State University Foundation 5300 Campanile San Diego, California 92182)	Rafael Fernandez 714/286-5193	Spanish
Midwest Resource Center for Bilingual/Bicultural Education Bilingual Education Service Center 500 South Dwyer Avenue Arlington Heights, Illinois 60005 (Applicant-Township High School District #6 700 West Kensington Road Mount Prospect, Illinois 60056	Maria Medina-Swanson 312/255-9820	Spanish

Center	Director	Languages
Training Resource Centers (continued)		
University of Southwestern Louisiana Bilingual-Bicultural Resource Center University of Southwestern Louisiana E. University Avenue Lafayette, Louisiana 70504	Robert Fontenot 318/233-3850	French, Italian and Spanish
Southwest Bilingual Education Training Resource Center The University of New Mexico College of Education Albuquerque, New Mexico 87131	Teresa Salazar 505/277-3551	Native American and Spanish
Regional Bilingual Training Resource Center City of New York Board of Education Center for Bilingual Education 110 Livingston Street, Room 224 Brooklyn, New York 11202	Carmen Velkas 212/858-5505	Greek, Italian, and Spanish
New England Multilingual-Multicultural Teaching Resource Center Providence School Department-Summit Avenue School 86 Fourth Street Providence, Rhode Island 02906	Adeline Becker 401/331-3627	Italian, Protuguese and Spanish
South Central Bilingual Resource Center Region XIII Education Service Center 7703 N. Lamar Boulevard Austin, Texas 78752	Jesus Garcia 512/458-9131	Spanish
Comprehensive Educational Assistance Center California State University at Fullerton 800 North State College Boulevard Fullerton, California 92634	Anthony M. Vega 714/870-3109	Spanish
Cross-Cultural Resource Center California State University - Sacramento Department of Anthropology 6000 "J" Street Sacramento, California 95819	Steven F. Arvizu 916/454-6985	Spanish and Micronesian
New England Bilingual Training Resource Center Boston University School of Education 765 Commonwealth Avenue Boston, Massachusetts 02215	Antonio Simoes 617/353-3281	Chinese, French, Greek, Passamaquoddy and Spanish
Merit Center Temple University Ritter Hall Annex, Room 434 Broad Street & Montgomery Avenue Philadelphia, Pennsylvania 19122	Dr. Frank X. Sutman Annette Lopez 215/787-6258	Spanish
National Network of Bilingual Bicultural Intermountain Resource Center 2201 E. 13th Street Salt Lake City, Utah 84109 (Applicant-University of Utah Graduate School of Education Salt Lake City, Utah 84112)	Dr. Dale Vioil 801/581-7569	Native-American and Spanish
Region VI Bilingual Education Training Resource Center The Federation of North Texas Area Universities 10830 North Central Express, Suite 342 Dallas, Texas 75231	Bill Harvey (Interim Director) 214/468-2696	Spanish and Native American

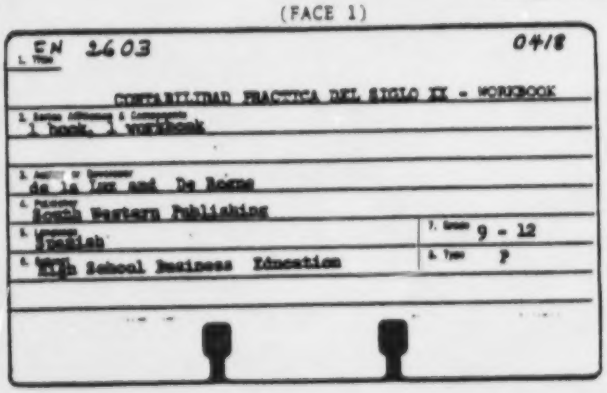
Center	Director	Languages
Training Resource Centers (continued)		
Bilingual Education Technical Assistance Center Tacoma School District #10 P.O. Box 1357 Tacoma, Washington 98401	Dr. Pio Decano 206/383-1811	Pacific-Asian and Spanish
Bilingual Training Resource Center University of Washington College of Education 122 Miller Hall Seattle, Washington 98195	Dr. Juan Juarez 206/543-9424	Native-American and Spanish
LAU General Assistance Centers		
LAU GAC(B) BABEL 2168 Shattuck Avenue Berkeley, California 94704	Dr. B. Roberto Cruz	
LAU GAC(B) Institute for Cultural Pluralism San Diego State University 5402 College Avenue San Diego, California 98182	Dr. M. Reyes Mazon	
LAU GAC(B) Coalition of Indian Controlled School Boards 811 Lincoln - 6th Floor Denver, Colorado 80203	Mr. Bernie Martinez	
LAU GAC(B) University of Miami School of Education P.O. Box 8065 Coral Gables, Florida 33124	Dr. Gordon Foster	
LAU GAC(B) University of New Mexico School of Education Albuquerque, New Mexico 87131	Dr. Ray Rodriquez	
LAU GAC(B) Teachers College - Box 11 Columbia University New York, New York 10027	Dr. Charles C. Harrington	
LAU GAC(B) Center for Bilingual Education Lindsay Building 710 S.W. Second Avenue Portland, Oregon 97204	Francisco C. Garcia	
LAU GAC(B) Intercultural Development Research Association 5835 Callaghan, Suite 111 San Antonio, Texas 78228	Dr. Jose Cardenas	
Educational Laboratory		
Northwest Regional Educational Laboratory Lindsay Building 710 S.W. Second Avenue Portland, Oregon 97204	Lawrence D. Fish	

APPENDIX F

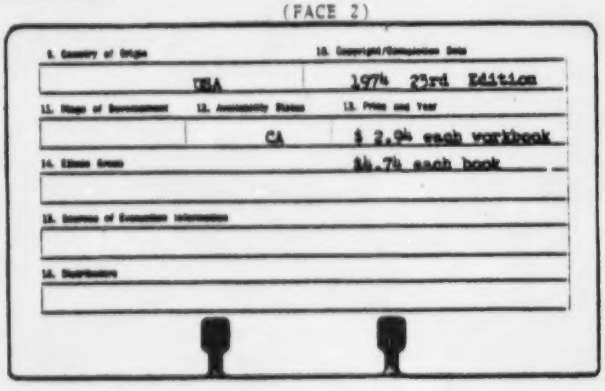
SAMPLE OF BIBLIO-DATA CARD

SAMPLE OF BIBLIO-CARD

(FACE 1)



(FACE 2)



1. Title. The name of the textual or non-textual material.

2. Series Affiliation & Components. The name of the series to which the material belongs plus a listing of the accompanying items to be used in the same grade level, i.e., workbook, solution book, key, teacher's guide.

3. Author(s) or Developer(s). The person, collective persons, institution or other entity that developed the material or caused it to be developed and, assumes responsibility for it.

4. Publisher or Producer. The person or legal entity that coordinates all aspects of the intellectual, graphic, financial and distributive processes of the material causing it to become commercially or otherwise obtainable.

*5. Language. Refers to the following list of languages inclusive of English as a second language:

Chinese
English as a second language
French
Greek
Haitian Creole
Ilocano
Italian
Japanese
Korean
Pilipino
Portuguese
Spanish
Tagalog
Vietnamese
Native American and Alaskan:

Cherokee	Lakota
Cheyenne	Navajo
Choctaw	Papago
Cree	Passamaquoddy
Crow	Seminole
Kelaponka	Tewa
Havasupai	Ute
Hualapai	Yupik (Alaskan)
Kares	Tlingit (Alaskan)

*6. Subject. Refers to the listing below taken from - Standard Terminology for Curriculum and Instruction in Local and State School Systems - Area, Handbook VI - National Center for Educational Statistics.

01 Agriculture
02 Art
03 Business
04 Distributive Education
05 English Language Arts
06 Foreign Languages - ESL is listed here
07 Health Occupations Education
08 Health & Safety in Daily Living, Physical Education and Recreation
09 Home Economics
10 Industrial Arts
11 Mathematics
12 Music
13 Natural Sciences
14 Office Occupations
15 Social Sciences/Social Studies
16 Technical Education
17 Trade & Industrial Occupations
21 Safety & Driver Education
35 Language Arts - Languages other than English

*7. Grade. In accordance with Standard Terminology (#6 above), the grade level(s) for which the material is intended by the author or developer as indicated:

PK	Preschool: Ages 0-4
K	Kindergartan: Ages 5-6
P	Primary: Grades 1, 2, 3
I	Intermediate: Grades 4, 5, 6
JHS	Junior High School: 7, 8, 9
HS	Senior High School: 9, 10, 11, 12

8. Type. Whether the material is printed (P) or non-printed (AV).

9. Country of Origin. The country of origin of the material.

10. Copyright or Completion Date. The year during which the material was copyrighted or completed.

11. Stage of Development. Materials not as yet published or completed (#10 Copyright above) is classified in accordance with this four stage process:

PL - Planning stage
CR - Creative or writing stage
PT - Pilot Testing stage
GR - Graphic or production stage

These four classifications comprise what is usually referred to as the pre-publication stage. Normally this information is unobtainable from a commercial publisher unless it is listed in his catalog.

12. Availability Status. See Availability in the preceding text. The two categories listed below are used. For items not commercially available additional descriptor information is added:

CA - Commercially available
NCA - Not commercially available (plus clarifying information)

13. Price and Year. The price of the material followed by the year of its recording.

14. Ethnic Group. The cultural group for which the material is primarily intended - (Navajo, Asian American, Puerto Rican, etc.).

15. Sources of Evaluation Information. The names and addresses of the agencies, organizations or other institutions that have evaluated the material.

16. Distributors. The commercial or other sources in the U.S. where the material may be purchased or obtained - publisher, producer, distributor, Title VII Center, etc.

*Basic retrieval descriptors.

APPENDIX G

PUBLISHER'S QUESTIONNAIRE

APPENDIX G

epartment of Health, Education and Welfare
ffice of Education
ffice of Planning, Budgeting and Evaluation
ashington, D.C. 20202

OMB No. 51-S77015
Approval Expires 12/31/77

A STUDY OF THE STATE OF BILINGUAL MATERIALS DEVELOPMENT AND THE TRANSITION OF MATERIALS TO THE CLASSROOM

Person Responding: _____

Title: _____

Telephone: _____
Area Code Number Extension

Bilingual Education is the use of two languages, one of which is English, as mediums of instruction for a student population. It may encompass all or part of the school program and include language arts, or other academic skills, and the study of history and culture associated with both languages.

. Does your company publish or distribute any bilingual education curriculum materials (e.g., textbooks, workbooks, audio-visual materials, etc.)?

☐ YES ☐ NO

1.a. Are you planning to publish or distribute bilingual education materials within the next year?

☐ YES ☐ NO

Thank you. Please complete the top section of this form and return it in the postage paid envelope.

. Do you forward samples of your materials to any government sponsored bilingual centers? (See the reverse side of this page for a listing of Centers)

☐ Always
☐ Usually
☐ Rarely
☐ Never

. PLEASE SEND US A COPY OF YOUR CATALOG OR BROCHURE LISTING THE BILINGUAL EDUCATION MATERIALS YOUR COMPANY PUBLISHES OR DISTRIBUTES.

. Please list all bilingual education materials you have in the pre-publication stage that are not yet listed in your catalogs or brochures.

Author	Title	Language	Subject	Grade Level	Type of Material

This report is authorized by law (20 USC; 1226C). Although you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely. Information in this questionnaire will be used to list materials available from each publisher or distributor, but no person will be identified in the published summary.

GOVERNMENT SPONSORED CENTERS

Dissemination & Assessment Center, Lesley College & (Fall River Public Schools), 29 Everett Street, Cambridge, Massachusetts 02138 (617) 492-0505

Assessment & Dissemination Center, California State University, Los Angeles, 5151 State University Place, Los Angeles, California 90032 (213) 224-3676

Dissemination & Assessment Center for Bilingual Education, Education Service Center - Region XIII, Program Development Division, 7703 N. Lamar, Austin, Texas 78752 (512) 458-9131

Alaskan Native Language Material Development Center, University of Alaska, Rural Education Affairs, 104 Bunnell, Fairbanks, Alaska 99701 (907) 479-7259

Arizona Bilingual Materials Development Center, University of Arizona (Nogales Unified School District #1 and Tucson District #1), 1434 East 2nd Street, Tucson, Arizona 85721 (602) 884-3724

Asian Bilingual Material Center, Alhambra City School District, Kaufman & Brod Building, Suite 404, 10801 National Boulevard, Los Angeles, California 90064 (213) 474-7173

Asian American Bilingual Center, Berkeley Unified School District, 2168 Shattuck, Berkeley, California 94704 (415) 848-3199

Multilingual-Multicultural Materials Development Center, California State Polytechnic University, Pomona Office of Teacher Preparation, 3801 West Temple Avenue, Pomona, California 91768 (714) 598-4994, 4991

Spanish Curricula Development Center, 7100 N.W. 17th Avenue, Miami, Florida 33147 (305) 350-3913

Midwest Office for Materials Development, Board of Trustees, University of Illinois, College of Education, Urbana, Illinois 61801 (217) 333-2615

National Materials Development Center for French & Portuguese, 168 South River Road, Bedford, New Hampshire 03102 (603) 668-7198

Asian Bilingual Curriculum Development Center, Seton Hall University, 4400 South Orange Avenue, South Orange, New Jersey 07079 (201) 762-9000, 4973

Native American Materials Development Center, 407 Rio Grande Boulevard, N.W., Albuquerque, New Mexico 87103 (505) 242-5222

Northeast Center for Curriculum Development, City of New York Board of Education, Community School District #7, 778 Forest Avenue, Bronx, New York 10456 (212) 993-2182

Bilingual Materials Development Center, 6000 Camp Bowie Road, Fort Worth, Texas 76107 (817) 731-0736

The National Center for the Development of Bilingual Curriculum, Dallas, Dallas Independent School District, William B. Travis Elementary School, 3001 McKinney Avenue, Dallas, Texas 75204 (214) 744-5831

Midwest Materials Development Center, 1229 West Mitchell, Milwaukee, Wisconsin 53204 (414) 671-5420

Berkeley Resource Center, Berkeley Unified School District, 2168 Shattuck Avenue, 2nd Floor, Berkeley, California 94704 (415) 549-1820

Comprehensive Educational Assistance Center, California State University, Fullerton, 800 North State College Boulevard, Fullerton, California 92634 (714) 870-3109

Cross-Cultural Resource Center, California State University, Sacramento, Department of Anthropology, 6000 "J" Street, Sacramento, California 95819 (916) 454-6985

Bilingual Education Training Resource Center, Institute for Cultural Pluralism, 5344-1/2 Hardy Avenue, San Diego, California 92182 (714) 286-5193

Midwest Resource Center for Bilingual-Bicultural Education, Bilingual Education Service Center, 500 South Dwyer Avenue, Arlington Heights, Illinois 60005 (312) 255-9820

University of Southwestern Louisiana Bilingual-Bicultural Resource Center, University of Southwestern Louisiana, East University Avenue, Lafayette, Louisiana 70504 (318) 233-3850

New England Bilingual Training Resource Center, Boston University, School of Education, 765 Commonwealth Avenue, Boston, Massachusetts 02215 (617) 353-3291

Southwest Bilingual Education Training Resource Center, The University of New Mexico, College of Education, Albuquerque, New Mexico 87131 (505) 277-3551

Regional Bilingual Training Resource Center, City of New York Board of Education, Center for Bilingual Education, 110 Livingston Street, Room 224, Brooklyn, New York 11202 (212) 858-5505

Merit Center, Temple University, Ritter Hall Annex, Room 434, Broad Street & Montgomery Avenue, Philadelphia Pennsylvania 19122 (215) 787-6258

New England Multilingual-Multicultural Teaching Resource Center, Providence School Department, Summit Avenue School, 86 Fourth Street, Providence, Rhode Island 02906 (401) 371-3627, 3630

South Central Bilingual Resource Center, Region XIII, Education Service Center, 7703 N. Lamar Boulevard, Austin, Texas 78752 (512) 458-9131

APPENDIX H

SAMPLE OF NEEDS ASSESSMENT FORM USED BY THE
NATIONAL BILINGUAL RESOURCE CENTER
UNIVERSITY OF SOUTHWEST LOUISIANA (LAFAYETTE)

INSTRUCTIONAL MATERIALS
NBRC - NEEDS ASSESSMENT
TITLE VII
LOUISIANA FRENCH BILINGUAL PROGRAM
FISCAL YEAR 1977-1978

National Bilingual
Resource Center
P.O. Box 4-3410 USL
Telephone (318) 233-3858

NEED FOR INSTRUCTIONAL MATERIALS

NATIONAL BILINGUAL RESOURCE CENTER
Fiscal Year 1977-78

Evangeline Parish
LEA B/L PROGRAM & STATE

Many Title VII bilingual programs have had difficulty in obtaining an adequate variety of appropriate instructional materials for use in their classrooms. If your project has been unable to locate materials, please indicate below what materials you need but have been unable to obtain.

Be as specific as possible in describing the materials you need. Specify the language you would like the materials to be written in, the grade level for which you need them and the subject area and type of materials you need. A list of subject areas and material types is provided to assist you in describing your needs. An example of the type of information we want is provided below:

MATERIAL LANGUAGE	GRADE LEVEL	S/L EXPERIENCE	SUBJECT AREA	TYPE OF MATERIAL
French	6-9	3	Language Arts: reading	Short Stories (high interest/ low skill)

MATERIAL LANGUAGE	GRADE LEVEL	S/L EXPERIENCE	SUBJECT AREA	TYPE OF MATERIAL
French	K - 2	1 - 2	Language Arts	flash cards, culture
				folk units, comptines, cassettes
			Mathematics	games, supplementary mat
French	2 - 5	2 - 4	Reading	Readers with cassettes,
				acadian stories
			Social Studies	units on culture, community
			Language Arts	dialogues and plays with cassett
				to improve active verbalization
				crossword puzzles, shortstories
French	3 - 8	2 - 3	Acadian Culture	filmstrip and cassettes
			& History	folktales & plays
	9th	4 yrs	La. History	text, supplementary activites
TEACHER NEEDS				
French	K - 9	1 - 9	Teacher's guides	with explicit directions in both
			languages to fit	language expertise of the
			teachers.	

APPENDIX I

COPYRIGHT PROCEDURES

COPYRIGHT PROCEDURES

Simply put, copyrights are statutory grants by the U.S. Copyright Office to authors for the exclusive use of their created works. The purpose of the federal government in granting such monopolies to authors is to encourage creativity and to assure that intellectual and scientific advances will be disclosed to the public.

Copyright protects the "writings" of an author, namely, intellectual creations in the form of literary, dramatic, musical, and artistic works. Thus, copyright protects any original work, specifically that which the author created independently without copying from the work of another person. Under the new Copyright Law (January 1978), the basic duration of protection is the life of the author plus 50 years after his/her death. The statute provides that the author or proprietor, his executors, administrators or assignees may secure copyright. The claimant of a valid copyright must either be the author or someone -- an individual or juristic entity -- who has derived the title directly or indirectly from him. The author is defined in the statute as including an employer in the case of works made for hire (e.g., publisher). Therefore, where a work can be shown to have been made for hire, the employer (publisher) is given all literary property rights whether or not he had anything to do with the creation of the work; and the rights of the creator are limited to those specified in his employment contract. In this context, the term "for hire" has been held to mean something broader than for salary and narrower than on commission.

The statute gives all copyright owners the exclusive right to print, reprint, publish, copy, and sell their copyrighted works. This right, one of the most comprehensive given by the law, is the very essence of the protection in the word copyright. It comprises the rights to make, reproduce, sell, and publicly distribute copies of copyrighted material. Once a work has been published under the authority of the copyright owner, dealers, retailers, and others who purchase copies may, as far as the copyright law is concerned, dispose of them at any price they wish. Additional rights that accrue to copyrighted material are: (1) adaptation rights, translation rights; (2) performing rights; (3) recording rights; and (4) fair use rights.

Works produced through funding by the United States Government are in the public domain. A work in the public domain is available to everyone for use without permission or payment. Nevertheless, it may be copyrighted provided the federal agency that commissioned the work is willing to authorize it.

Copyrighting of Network Materials

All materials developed and published in the Network of Bilingual Education Centers are in the public domain. However, to obtain wider distribution of Network materials, the U.S. Office of Education developed a plan for authorizing claim of copyrights to commercial publishers for products developed with agency funds.

The procedure for seeking a publisher must be carried out by the sponsoring agency of the Materials Development Center that developed the material. This agency, typically an LEA or an IHE, is the official grantee for government funds and as such is the legal authority for negotiating all agreements. However, the sponsoring agency may choose to assign this authority to the Materials Development Center itself or to another approved organization.

To initiate the process, the grantee (LEA) or its assignee (MDC) requests copyright authorization by directing a letter to the Copyright Administrator of the U.S. Office of Education and providing the following information:

- grant/contract number;
- award and expiration dates of grant or contract;
- name of project director;
- name and address of the agency project office and project monitor;
- number of selling years for which copyright would be claimed (usually five -- a request for a longer period must be justified);
- specific identification of the material-textbook, film, etc., and a concise descriptive title;
- reasons why the copyright is deemed appropriate;
- plan for seeking publisher by competitive procedure, if applicable (see discussion below);
- what product seeks to do, i.e., purpose of its being; and
- what publisher is prepared to do to facilitate distribution (marketing program, sales force, advertising, etc.).

Normally, the plan is to invite publishers to compete for the right to publish the particular product. Accordingly, the request for copyright authorization letter should have as an attachment a list of those publishers solicited. When the administrator receives the letter seeking authorization, he/she checks to see whether the U.S. Government might already have been involved with distribution of the product. If not,

and all items of the letter of solicitation check out, he/she then notifies the grantee or assignee approving the selection of the publisher(s) and directing that a publishing agreement be negotiated based on the contents of the bid announcement. Finally, the grantee sends the proposed publishing agreement to the Copyright Administrator for approval before both parties sign it.

The Office of the Administrator does not grant copyright, rather it authorizes the claim of copyright which is its prerogative under the conditions of the grant or contract. The author (LEA) then claims copyright by following the requirements of the copyright statute.

The copyright notice for a book has three basic elements: (1) the word copyright or the symbol ©; (2) the year of publication, and (3) the name of the copyright claimant. An example of a copyright notice would look like this:

© COPYRIGHT 1978, Dover Press.

The statute also requires that soon after publication the copyright claim must be registered with the U.S. Copyright Office, Library of Congress.

The USOE has never been very successful in interesting textbook publishers to obtain copyright authorization for materials produced under its research and development programs. With respect to bilingual materials developed in the Network, such participation has been practically nil despite repeated appeals by OBE over the last four years to the Association of American Publishers and the distributors/importers of materials from abroad. However, this does not mean there is no market, at least for Spanish language materials, or that Network materials are poorly conceived.

A major problem is that commercial textbook publishers are seldom interested in a cooperative publishing venture with a federal research and development program unless they can be involved in it from the beginning. In this way they can offer technical and marketing input before committing financial resources. It is somewhat paradoxical that USOE provides a basis for enlisting the marketing skills of publishers after a product runs the full R&D Course, but does not encourage grantees to seek that same expertise at the outset. Another disadvantage is that once Network produced materials are finally published, they go into the public domain. Anyone can make immediate use of their contents. Although publishers cannot seek copyright for such materials, they can incorporate as much of them as they wish into their own publications provided they give

the government agency proper credit. At the same time, they know that any other person or publisher can do likewise and this may be enough of a deterrent to forego using the material at all.

USOE seldom authorizes copyright for more than a five-year term which the publisher may view as an insufficient period of time for the recovery of his investment. Finally, the procedures leading to authorization, though not insurmountable, are often just tedious enough to discourage interest.

APPENDIX J

MIDWEST RESOURCE CENTER
CATALOG OF INSERVICE TOPICS - FY'77

MIDWEST RESOURCE CENTER

CATALOG OF INSERVICE TOPICS - FY'77

EVALUATION AND TESTING

TITLE:	Evaluation of Bilingual Education: Program Evaluation of a Formative, Summative Nature
DESCRIPTION:	An examination of the multiple objectives of evaluation efforts and ways to collect data that will be useful.
TARGET AUDIENCE:	Evaluation staff, teachers, bilingual coordinators, parents.
LENGTH:	2 hours to 2 days

TITLE:	Language Testing for Diagnostic Prescriptive Teaching: Tests as a Guide to Individualizing Instruction
DESCRIPTION:	An exploration of the ways in which existing test techniques help teachers to individualize and measure progress.
TARGET AUDIENCE:	Teachers (bilingual and cooperating)
LENGTH:	2 hours

TITLE:	Measurement of Bilingualism and Language Dominance
DESCRIPTION:	An analysis of the processes and instruments used to assess the bilingual student's language capabilities.
TARGET AUDIENCE:	All levels of program personnel
LENGTH:	2 hours to 1 day

TITLE:	Criterion Referenced Tests and Individualized Bilingual Instructional Programs
DESCRIPTION:	A definition of criterion referenced tests, their main purpose, and how they can be used as part of the individualization process in bilingual education.
TARGET AUDIENCE:	Adaptable to any level of program personnel
LENGTH:	2 hours to 1 day

TITLE:	Measurement and Evaluation of Bilinguals and Bilingual Education Programs
DESCRIPTION:	Procedures and techniques will be explored that are concerned with student assessment, program evaluation and the administration of testing instruments.
TARGET AUDIENCE:	Adaptable to any level of program personnel
LENGTH:	2 hours to 1 day

PARENT AND COMMUNITY INVOLVEMENT

TITLE:	Community-School Alliances for Learning: Parent/Teacher Generated Curriculum Projects Involving Community Resources
DESCRIPTION:	A presentation of collaborative projects occurring elsewhere so that participants can develop curriculum models for their schools.
TARGET AUDIENCE:	Parent-Teacher teams from each school or district
LENGTH:	3 hours

PARENT AND COMMUNITY INVOLVEMENT (continued)

TITLE: Parent Effectiveness Training
DESCRIPTION: This workshop focuses on communication skills, becoming aware of problem and non-problem areas, and some technology in confronting unacceptable behavior.
TARGET AUDIENCE: Parents
LENGTH: 5-6 hours and up to 15 hours for a complete package on parenting skills

TITLE: Home Activities for Parents
DESCRIPTION: Through the discussion of handouts and transparency techniques, parents will become aware of teaching ideas they can use with their children at home as a follow-up to classroom activities.
TARGET AUDIENCE: Parents of children enrolled in bilingual programs
LENGTH: 1 hour

TITLE: How to Organize Community Involvement
DESCRIPTION: Through sharing of personal experiences and discussion of established models for community involvement, the audience will gain insight into the system and how to deal with it in their schools.
TARGET AUDIENCE: School personnel and community members
LENGTH: 2 hours

CURRICULUM

READING

TITLE: Reading Readiness and Reading in Spanish for Classroom Teachers
DESCRIPTION: Participants will acquire skills in adapting methods and techniques for teaching Spanish reading to children in the elementary level.
TARGET AUDIENCE: Teachers in Spanish bilingual programs
LENGTH: 1 hour

TITLE: El desarrollo de las destrezas de lectura por medio de experiencias culturales
DESCRIPTION: A discussion of the teaching of reading in Spanish in the bilingual classroom. Video tape will be used.
TARGET AUDIENCE: Teachers in Spanish bilingual programs
LENGTH: 1-1/2 hours

TITLE: El uso del dialecto como medio de instrucción para la lectura
DESCRIPTION: An analysis and comparison of sound system and grammar characteristics, discovering the value the dialect has in the use of the chosen reading method.
TARGET AUDIENCE: Teachers in Spanish bilingual programs
LENGTH: 1-1/2 hours

TITLE: Word Recognition
DESCRIPTION: Seven important facts about Spanish phonetics in order to help Spanish/English bilingual children in their phonic word-attack skills.
TARGET AUDIENCE: Teachers in Spanish bilingual programs (especially suited for those whose first language is English)
LENGTH: 2-1/2 hours

CURRICULUM (continued)

TITLE: Spanish Reading: Readiness, Development and Enrichment
DESCRIPTION: Lecture and discussion of basic audio-oral, visual and motor skills that need to be considered in the establishment of a reading program.
TARGET AUDIENCE: Elementary teachers and aides in Spanish bilingual programs
LENGTH: 1-1/2 - 3 hours

TITLE: El uso del dialecto como método de enseñanza para la lectura en español
DESCRIPTION: Through discussions, lecture, and small group activity, the participants will be able to identify reading skills that can be taught using stories narrated by the students.
TARGET AUDIENCE: Elementary teachers and aides in Spanish bilingual programs
LENGTH: 1 to 2 hours

CONTENT AREAS

TITLE: Teaching Science in Spanish in a Bilingual Classroom
DESCRIPTION: The process and Spanish terms used in developing small science units will be demonstrated and experienced by the participants.
TARGET AUDIENCE: Teachers in elementary bilingual programs working with Spanish speakers.
LENGTH: 2 hours

TITLE: Teaching Math in a Bilingual Classroom
DESCRIPTION: The process and terms used in developing Math units in Spanish will be explored through a demonstration and activities. Actual units will be produced by the participants.
TARGET AUDIENCE: Teachers in elementary bilingual programs working with Spanish speakers
LENGTH: 1 hour

TITLE: Social Studies in the Bilingual Classroom
DESCRIPTION: This presentation will focus on how to integrate relevant Social Studies topics into the bilingual education curriculum. There will be suggestions for learning centers; and sources to acquire free materials.
TARGET AUDIENCE: Bilingual teachers K-4; 6-9; or High School
LENGTH: 1 to 2 hours

TITLE: Teaching Content Areas in the Bilingual Classroom
DESCRIPTION: Methods on how to teach Math, Science, and Social Studies in the native language will be presented through a visual lecture. Suggestions will also be given for adapting units of instruction.
TARGET AUDIENCE: Bilingual Teachers K-8
LENGTH: 1 to 2 hours

EARLY CHILDHOOD

TITLE: Early Childhood Workshop
DESCRIPTION: An emphasis on audience participation will provide an opportunity to experience some of the suggested activities. An emphasis will also be placed on the importance of physical and psychological factors.
TARGET AUDIENCE: Teachers and aides in bilingual preschool programs
LENGTH: 1 to 1-1/2 hours

CURRICULUM (Continued)

GENERAL

TITLE: Individualization and Learning Centers

DESCRIPTION: The presentation will touch on a rationale for learning centers and provide activities in which the participants will experience the procedures for establishing such centers in their classroom.

TARGET AUDIENCE: Elementary bilingual teachers

LENGTH: 1-1/2 hours

TITLE: Individualized Instruction: Methods and Techniques

DESCRIPTION: Informal lecture will present basic principles of individualized instruction, i.e., classroom organization, student evaluation and placement, and motivational techniques.

TARGET AUDIENCE: Teachers, aides, curriculum personnel, administration

LENGTH 1-1/2 to 2 hours.

TITLE: Curriculum Design: Writing Instructional Objectives

DESCRIPTION: Through lecture and group activity, behavioral objectives will be defined and identified. The design and use of skill charts will be demonstrated.

TARGET AUDIENCE: Teachers and administrators.

LENGTH: 1 to 2 hours.

PROGRAM DEVELOPMENT

TITLE: Observing Multilingual/Multicultural Settings: Techniques and Ideas

DESCRIPTION: A session to clarify objectives and to develop ways to collaborate in observing what is going on in the classrooms.

TARGET AUDIENCE: Parents, teachers, evaluators, coordinators

LENGTH: 2 hours

TITLE: Network Building: A Local Resource Base for Bilingual Education

DESCRIPTION: A working session to identify local resources of an individual and institutional nature and to plan for projects using these for training and curriculum development purposes.

TARGET AUDIENCE: Local teams developed by the bilingual coordinator

LENGTH: 3 hours to 1 day

TITLE: Institutionalizing Bilingual Education: Organizational Issues

DESCRIPTION: An awareness session to encourage thinking to make bilingual education a more effective and permanent part of the educational mainstream.

TARGET AUDIENCE: SEA staff, Administrators of basic programs, and IHE staff

LENGTH: 2 hours or 1 day

TITLE: Administrative Organization and Effective Communication

DESCRIPTION: A sample of the organizational structure of bilingual programs will be presented. Elements such as time management by objectives and organizational climate will be included.

TARGET AUDIENCE: Administrators, coordinators, head teachers

LENGTH: 1 to 1-1/2 hours

COMMUNICATION - AFFECTIVE DOMAIN

TITLE:	Conflicts and Collaboration: Diagnosis and Plan of Action
DESCRIPTION:	Use of stimulation exercise and discussion to sensitize participants to present conflicts and facilitate planning for improving the implementation of bilingual programs.
TARGET AUDIENCE:	Building administrators, bilingual coordinators, central administration staff, bilingual teachers, aides and parents
LENGTH:	3 hours
TITLE:	Effective Communication
DESCRIPTION:	This workshop focuses on some technology which may prove useful in communicating individual needs and in responding to others' needs. Among those skills taught are, paraphrasing and identification of feelings.
TARGET AUDIENCE:	Instructional personnel, administration, and community members
LENGTH:	1 hour
TITLE:	A Child's Self Esteem
DESCRIPTION:	An awareness session helping educators and parents in defining their role in the development of a child's self-esteem. The relationship between a teacher's own self esteem and its effect on the student will be explored.
TARGET AUDIENCE:	Teachers and parents
LENGTH:	1 hour
TITLE:	Values Clarification
DESCRIPTION:	This workshop is intended to help give the teacher insight as to how values are acquired and the importance of acknowledging what one values. Primarily aimed for teachers concerned with self-growth.
TARGET AUDIENCE:	Teachers and other school personnel
LENGTH:	1-1/2 hours
TITLE:	Peer Counseling Training for Adolescents
DESCRIPTION:	This workshop presents a training model for teachers who are interested in training high school students to lead group discussions.
TARGET AUDIENCE:	Teachers who sponsor drop-out prevention groups or Alonon groups
LENGTH:	2 hours
TITLE:	Teacher Effectiveness Training
DESCRIPTION:	An experiential approach is emphasized to make participants aware of the need for good rapport between teacher and student. Gives practice in communication and responding to needs.
TARGET AUDIENCE:	Teachers in bilingual programs and cooperating teachers
LENGTH:	24 hours spread over several days
TITLE:	Promoting Self Esteem and Personal Growth in the Student
DESCRIPTION:	Through a brief lecture and group activities, suggestions will be given for dealing with discipline problems and cultural differences in the bilingual classroom.
TARGET AUDIENCE:	Teachers, aides, principals, and counselors
LENGTH:	1 hour

COMMUNICATION - AFFECTIVE DOMAIN (Continued)

TITLE: Human Relations: An Important Consideration in Team Teaching
DESCRIPTION: Through lecture and group interaction techniques, participants will gain insight into the basic principles of team teaching, and become aware of ways to improve communication within a team context.
TARGET AUDIENCE: Administrators, teachers, aides
LENGTH: 1-1/2 to 3 hours

CULTURE

TITLE: Teaching Culture Through Social Studies
DESCRIPTION: Different ideas will be explored for incorporating relevant cultural items in the social studies area. Participants will also be involved in constructing an actual teaching unit.
TARGET AUDIENCE: Bilingual teachers and aides
LENGTH: 1 hour

TITLE: Cultural Activities for the Classroom
DESCRIPTION: Three options for activities will be offered, i.e., dances, art projects, planning for a culturally responsive environment in the classroom.
TARGET AUDIENCE: Bilingual teachers and aides, curriculum personnel, cooperating teachers
LENGTH: 1 to 1-1/2 hours

TITLE: Methods and Techniques for Adapting Instruction to Culturally Different Groups
DESCRIPTION: Suggestions will be given as to ways in which a teacher can adapt the instructional process to suit the cultural variations within the classroom.
TARGET AUDIENCE: All levels of program personnel
LENGTH: 2 hours to 1 day

FIELD TESTING AND MATERIALS UTILIZATION

TITLE: The Use of Mexican and Puerto Rican Supplementary Cultural Materials at the Elementary, Jr. High and High School Levels.
DESCRIPTION: Procedures and techniques on how to best utilize available materials in the classroom for the purpose of making bilingual instruction culturally responsive will be presented.
TARGET AUDIENCE: Teachers in bilingual programs of Puerto Rican or Mexican students
LENGTH: 1-1/2 to 2 hours

TITLE: Adaptation of Materials
DESCRIPTION: This session will present ways of adapting materials to meet the needs of the bilingual children in the bilingual classroom.
TARGET AUDIENCE: Bilingual teachers
LENGTH: 1-1/2 hours

FIELD TESTING AND MATERIALS UTILIZATION (Continued)

TITLE: Teacher-made Materials and Their Utilization in the Bilingual Classroom
DESCRIPTION: This session will present materials for use in the bilingual classroom and suggest ideas for making some of them.
TARGET AUDIENCE: Bilingual teachers
LENGTH: 4 hours

TITLE: Selection and Adaptation of Materials
DESCRIPTION: The participants will be given suggestions on how to select and adapt materials to meet the needs of bilingual students.
TARGET AUDIENCE: Bilingual teachers and aides
LENGTH: 1 hour

TITLE: Multicultural Materials and Activities
DESCRIPTION: This session will provide an overview of multicultural education including information on certain programs in operation and to provide activities which may be useful in a multicultural classroom.
TARGET AUDIENCE: Teachers in a multi-ethnic classroom.
LENGTH: 1 to 2-1/2 hours

LINGUISTICS - ESL

TITLE: Attitudes Toward Language Diversity: Examination of their Genesis and Impact for the Individual and Society
DESCRIPTION: A session which aims to encourage self examination of language attitudes and ways they may relate to behavior providing a working follow-up to develop teaching units using said concepts.
TARGET AUDIENCE: Bilingual and Cooperating teachers
LENGTH: 2 to 3 hours

TITLE: Language and Culture: Learning Social and Linguistic Meanings Together
DESCRIPTION: A working session to develop curriculum modules that integrate language and culture meanings.
TARGET AUDIENCE: Teacher and aides
LENGTH: 2 hours

TITLE: Language Games for the Classroom Teachers
DESCRIPTION: A working session in which teachers will be actively involved in the construction of language games and materials for use in the ESL component of elementary bilingual programs.
TARGET AUDIENCE: Bilingual and ESL teachers and aides
LENGTH: 4 to 5 hours

LINGUISTICS - ESL (Continued)

TITLE:	Individualization and Materials Adaptation in Elementary English as a Second Language
DESCRIPTION:	Through active participation in learning centers set-up by the presentor, lessons from several kits will be demonstrated as well as the use of the language master.
TARGET AUDIENCE:	Bilingual and ESL teachers and aides
LENGTH:	1 to 1-1/2 hours

TITLE:	The Role of ESL in Bilingual Programs: A Clarification
DESCRIPTION:	A lecture and discussion identifying reasons why ESL has been criticized by bilingual educators, and ways in which the necessary role of ESL can be clarified.
TARGET AUDIENCE:	Bilingual teachers and ESL specialists
LENGTH:	3/4 to 1 hour

TITLE:	Language and Content Instruction for Non-English Speakers: ESL Philosophy, Testing Materials and Methods
DESCRIPTION:	An introductory workshop describing general principles, materials and methods in ESL instruction.
TARGET AUDIENCE:	Inexperienced educators in the role of ESL teachers
LENGTH:	2-1/2 to 5 hours

TITLE:	Games People Play: A Selection of activities for ESL Students
DESCRIPTION:	A working session in which participants will become involved in the construction of games for use in ESL classrooms. Various age and difficulty levels will be suggested.
TARGET AUDIENCE:	Bilingual and ESL teachers
LENGTH:	1 to 2 hours

TITLE:	Psychology of Bilingualism: Cognitive and Affective Promoters, Concomitants and Resultants of Bilingualism
DESCRIPTION:	A session reviewing research findings and theoretical development in the areas of psychology related to the development, self expression, learning and instruction of bilinguals.
TARGET AUDIENCE:	Adaptable to any level of program personnel.
LENGTH:	2 hours to a full day workshop

LEGISLATION

TITLE:	Desegregation: Diagnosis of the Impact on Bilingual Programs
DESCRIPTION:	To clarify local issues and to target specific plans at the local level that could aid both desegregation and bilingual education.
TARGET AUDIENCE:	Central administration personnel, board members, parent advisory group members, bilingual coordinators and teachers, black educators and concerned lawyers
LENGTH:	2 to 3 hours

LEGISLATION (Continued)

TITLE: Bilingual Education in Compliance with the Laws and Endorsement of Bilingual Teachers in the Midwest and South Texas

DESCRIPTION: This session will present and clarify the details of the Federal Bilingual Act (294) Bilingual Program on the State and National levels in the Midwest and South Texas and Guidelines for certification of teachers of Bilingual Bicultural Education will also be discussed.

TARGET AUDIENCE: Bilingual education program personnel at all levels

LENGTH: 1 to 1-1/2 hours

GENERAL

TITLE: Research on Bilingual Education for its Consumers

DESCRIPTION: A review of publications, recent research of interests, and hints about how to develop consumer oriented procedures for research dissemination, and to encourage dissemination and utilization of research in bilingual education.

TARGET AUDIENCE: Evaluation staff, coordinators, and teachers

LENGTH: 2 hours

TITLE: The Application of Team-Teaching Principles to Bilingual Programs

DESCRIPTION: Participants in this session are provided with guidelines for organizing a team effort. Emphasis will be given to improving communication skills and the organizational climate.

TARGET AUDIENCE: Teacher, aides, principals and administrators of bilingual programs

LENGTH: 1 hour

TITLE: El desarrollo de los diferentes niveles del concepto (also in English)

DESCRIPTION: Attention will be given to the process of concept formation and its role in the development of young bilingual children.

TARGET AUDIENCE: Bilingual teachers and aides

LENGTH: 1 hour

TITLE: Research Concerns and Priorities in Bilingual Education

DESCRIPTION: An overview of research completed and suggested directions for future research.

TARGET AUDIENCE: Students and professionals engaged in research in bilingual education

LENGTH: 1 to 1-1/2 hours

TITLE: History and Philosophy of Bilingual Education

DESCRIPTION: A presentation of the historical background of bilingual education, its rationale, an explanation of program models, and a summary of research findings.

TARGET AUDIENCE: Educators with little knowledge of bilingual education.

LENGTH: 1 to 4 hours

GENERAL (Continued)

TITLE: Bilingual Education Workshop for Cooperating Teachers

DESCRIPTION: Cooperating teachers and administrators are presented with the needs of non-English speaking children in the schools and how bilingual education can meet their needs.

TARGET AUDIENCE: Teachers and administrators unfamiliar with bilingual education

LENGTH: 1-3/4 to 2-1/4 hours

TITLE: Team Teaching

DESCRIPTION: Information on type, formation, operation and advantages of team teaching, as well as a discussion on the criteria for success of teams.

TARGET AUDIENCE: Bilingual ESL and cooperating teachers involved in a teaming situation

LENGTH: 1/2 to 1 hour

TITLE: Philosophies and Practices of Bilingual Education in the U.S.

DESCRIPTION: A focus on the kinds of bilingual education that have developed in the U.S. and a look at the international perspective.

TARGET AUDIENCE: Bilingual staff, cooperating teachers and central administration

LENGTH: 1 hour to a full day workshop

TITLE: Statistics for Consumers of Research in Bilingual Education

DESCRIPTION: A review of statistical concepts, and their application in research through examination of research papers in bilingual education. Understanding of concepts and their application is stressed. No calculations.

TARGET AUDIENCE: Adaptable to any level of program personnel

LENGTH: 1 day to 1 week

TITLE: Problems and Procedures in Research on Bilingual Education

DESCRIPTION: An analysis of some difficulties researchers can expect to encounter in data collection and other procedures, and the factors that may influence their interpretation of findings.

TARGET AUDIENCE: IHE teacher training program staff

LENGTH: 1 to 3 hours

APPENDIX K

ALTERNATIVE NETWORK ORGANIZATION

APPENDIX K

ALTERNATIVE NETWORK ORGANIZATION

One of the requirements of the assessment of the state of bilingual curriculum development activities in the National Network of Centers was to incorporate the findings into a Model Management Plan. This plan, presented as Chapter 15 in Volume I of the final report, makes a number of recommendations with regard to Network operations. The purpose of this appendix is to utilize the information contained in the Model Management Plan to formulate some organizational alternatives that would improve Network effectiveness.

In studying the roles of MDC's, DAC's, and TRC's, it was determined that a major problem of the Network was its organization. This suggested a systematic restructuring of the Centers which would accommodate the languages, functions, and working relationships in a more logical manner. It was further concluded that if the Network were streamlined to become more functionally attuned to the overall needs of its members, it could be an effective strategic tool for OBE in its management of the Centers.

In more specific terms, the findings show that there is a need for improving and strengthening the vertical organization of the Network. Among the findings related to overall network organization were the following:

- The functions of MDC's and DAC's are intimately linked and should be integrated so as to minimize overlap, maximize communication, and provide a single point of contact with LEA's;
- MDC's, currently 14* in number, should be consolidated; and
- DAC's should be organized by language.

Based on these conclusions and other information gathered during the course of the study, an alternative approach to Network organization has been developed which will improve the vertical integration. Considered in the alternative organization are both DAC's and MDC's and the proposed approaches for each are described below.

Dissemination and Assessment Centers (DAC's)

To serve the needs of geographically dispersed language groups, it is recommended that three major DAC's be identified: (1) a western DAC, located on the West Coast, would focus on the Asian language materials; (2) a central U.S. DAC would focus on Spanish materials; and (3) an eastern DAC would focus on Italian, French, Greek, Russian, Hebrew, and Portuguese materials.

*In FY 1978-79 the number of Network MDC's was increased from 14 to 19 as shown on Exhibit 2.

Material Development Centers (MDC's)

Linked to each of these DAC's would be associated MDC's set up by specific languages. Under this arrangement there would be two Asian MDC's linked to the Asian DAC in the west. Three Spanish MDC's would be linked to their counterpart DAC in the central area, one for Mexican-American materials, one for Cuban, and one for Puerto Rican. Finally, linked to the eastern DAC would be two additional MDC's, one addressing Italian, Greek, Russian, and Hebrew materials and the other addressing French and Portuguese materials. In each case, the MDC would be responsible for developing all materials from K-12.

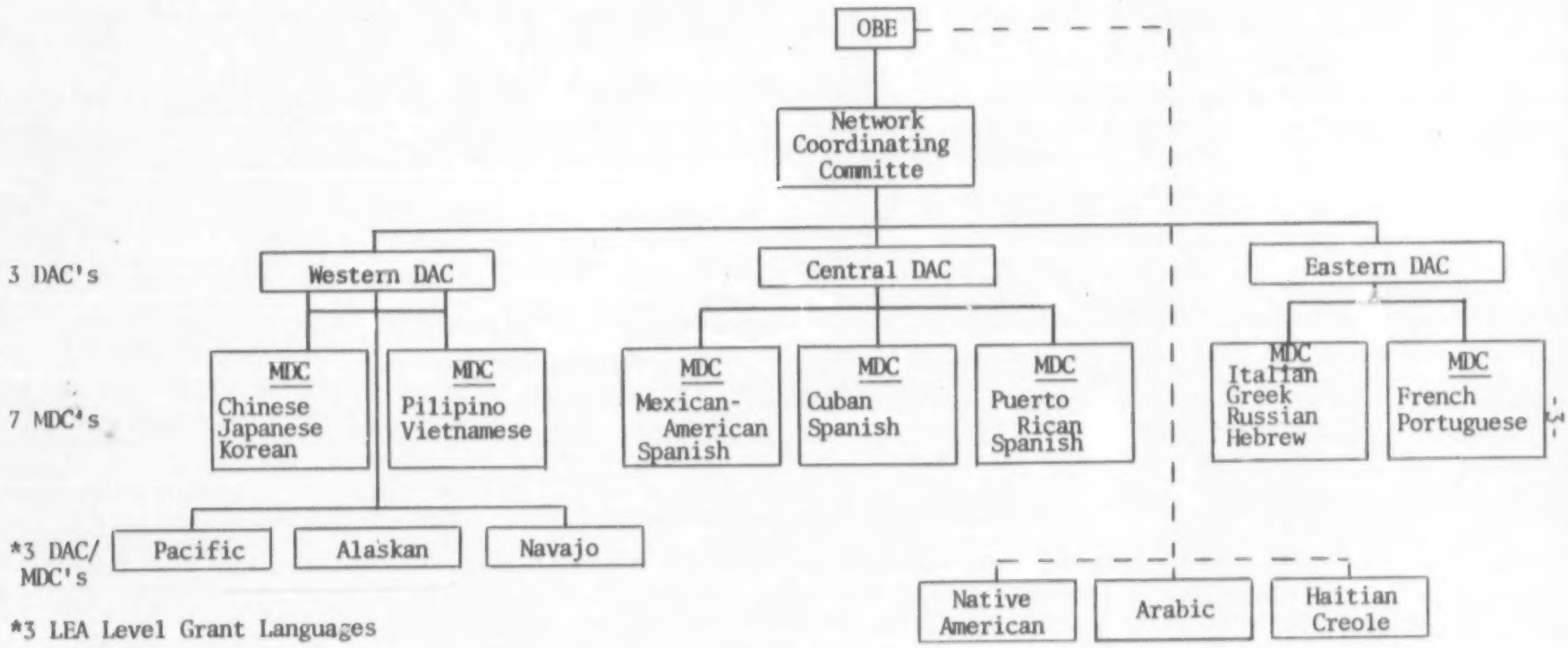
Combined DAC's and MDC's

Among the languages dealt with in the study are several with sufficiently unique aspects that warrent their being served by a combination DAC-MDC. Therefore, it is recommended that combination DAC/MDC centers be set up for the Pacific, Alaskan, and Navajo languages. They would, however, receive technical input from the Western DAC.

Beyond this organizational realignment and needs associated with Arabic, Haitian, Creole, and other Native American languages must also be addressed. Given the size and dispersions of these languages it is believed to be much more appropriate and cost effective for them to be served at the LEA level as part of their grant. These groups, however, would receive technical assistance from the DAC in their area.

The recommended Network alignment is depicted in Exhibit 1 on the following page.

EXHIBIT 1



*The 3 MDC/DAC combinations form an integral part of the Network; the 3 LEA Level Grant Languages would be administered directly from OBE - Division of Elementary and Secondary Programs.

Under the Network system it is recommended that the DAC's play a key role in all publishing decisions affecting their areas of linguistic responsibility. A principal objective of the Model Management Plan is to encourage the establishment of a publishing program that is based not only on realistic national needs assessments, but one that would also be market oriented from the outset. Our approach envisions the DAC's functioning as publishers. As such, they would orchestrate national needs assessment and market research as well as examine the likely competitive materials currently available for their bilingual linguistic segments. With this information they would then make long and short range plans for materials development and establish priorities within these plans geared to an established budget.

The DAC's would then authorize the MDC's to commence materials development projects. In light of the recently established conditions whereby government sponsored programs can consult with private enterprise (commercial publishers, AV producers, and distributors) for technical assistance, Control Editors at MDC's could either contract with such organizations for technical assistance or services (full or partial), or directly with single writers or teams of writers. In both instances the development activities would be carried out under the joint specifications of the DAC-MDC. The Control Editors at the MDC's would monitor the development projects, and the DAC would be the eventual publisher. If private enterprise wished participation to the extent of publishing a project, arrangements could be made by the MDC at the outset of contract negotiations. The advantages of this system would be sound fiscal control and cost effectiveness, the elimination of excessive Center overhead, and the assurance of obtaining a greater number of projects under development in a shorter period of time.

Finally, it is recognized that the functions of TRC's are supportive of MDC's and DAC's but are not as directly related to them as they are to LEA's. Obviously, TRC's should play a useful role in providing needs assessment data, owing to their close association with LEA's and SEA's, and in supporting the dissemination and use of Network materials. However, the prime purpose of TRC's is to make available a variety of services to LEA's, principal of which is teacher training. Therefore, the national dispersion and concentration of LEA's should have a direct bearing on the need to establish additional TRC's. Indeed, the number of TRC's should only be increased in number when there is a clear indication that existing TRC's have a proven service overload.

EXHIBIT 2

CURRENT MDC ORGANIZATION & PUBLISHING OFFERINGS

MDC	TYPES OF MATERIALS BY GRADE LEVEL												
	LANGUAGE ARTS	SOCIAL STUDIES	SCIENCE	MATH	FINE ARTS	SPANISH SECOND LANGUAGE	CAREER EDUCATION	TEACHER TRAINING MATERIALS	READING	CRITERION REFERENCED TESTS	LITERACY MATERIALS	CHILDREN'S MAGAZINE	EDUCATIONAL GAMES
Spanish - MDC's													
Tucson Az.								Adult					
Pomona Ca.		10 - 12	7 - 9										
Miami Fl.	3 - 6	3 - 6	3 - 6	3 - 6	3 - 6	3 - 6							
Urbana Il.	7 - 12		7 - 9	7 - 9				Adult					
Iowa City Ia.													
Bronx N.Y.	6 - 9	6 - 9			6 - 9								
Ft. North Tx.	6 - 9	6 - 9	6 - 9	6 - 9	6 - 9								
Dallas Tx.							6 - 9						
Portuguese - MDC's													
Providence R.I.	K - 6						5 - 12		K - 6				
French - MDC's													
Manchester N.H.	K - 12	K-4, 7-12			K - 6			Adult	K - 2				
Dallas Tx.							6 - 9						
Italian - MDC's													
Bronx N.Y.	K - 6	K - 6			K - 6					K - 6			
Greek - MDC's													
Bronx N.Y.	K - 6	K - 6			K - 6					K - 6			
Tallahassee Fl.													
Russian - MDC's													
Bronx N.Y.	K - 6	K - 6			K - 6					K - 6			
Hebrew - MDC's													
Bronx N.Y.	K - 6	K - 6			K - 6					K - 6			

EXHIBIT 2 (Cont'd)

CURRENT MDC ORGANIZATION & PUBLISHING OFFERINGS - ASIAN LANGUAGES

MDC	TYPES OF MATERIALS BY GRADE LEVEL												
	LANGUAGE ARTS	READING	MATH	ENVIRONM. STUDIES	FINE ARTS	SOCIAL STUDIES	HISTORY AND CULTURE	U.S. HISTORY	WORLD GEOGRAPHY	WORLD HISTORY	GOVERNMENT	ECONOMICS	SOCIOLOGY
Chinese - MDC													
Los Angeles Ca.						3 - 4							
Berkeley Ca.	K - 3	K - 3	K - 3	K - 3	K - 3	K - 3							
S. Orange N.J.								7 - 9			10 - 12	10 - 12	10 - 12
S. Francisco Ca.													
Japanese - MDC													
Los Angeles Ca.						4	3						
Berkeley Ca.	K - 3	K - 3	K - 3	K - 3	K - 3	K - 3							
S. Orange N.J.								7 - 9	7 - 9		10 - 12	10 - 12	10 - 12
Korean - MDC													
Los Angeles Ca.						4	3						
Berkeley Ca.	K - 3	K - 3	K - 3	K - 3	K - 3	K - 3							
S. Orange N.J.								10 - 12	10 - 12	10 - 12	10 - 12	10 - 12	10 - 12
Pilipino - MDC													
Berkeley Ca.	K - 3	K - 3	K - 3	K - 3		K - 3							
S. Francisco Ca.													
Vietnamese - MDC													
Urbana Il.	K - 12												
Iowa City Ia.													
Pacific Languages													
Honolulu Hi.													
Alaskan Languages													
Anchorage Ak.													